Contents

Scope and Sequence

Who am I?			
Unit	**Vocabulary**	**Language**	**Reading**
1 Ready, get set, go!	*Good morning/ afternoon/ evening/ night; How are you? I'm fine/okay. Thank you; See you later. See you soon; child/ children, grandchildren, parents, grandparents, cousins; man, woman; eat, drink, play, ride, walk, drive, make; numbers 1-100; half past; nest, cubs, pride, herd*	*He/She eats breakfast.* *He/She doesn't walk to school.* *Does he/she drink tea? Yes, he/she does. No, he/she doesn't.* *I need to drink water.* *I want to eat chocolate.*	
2 Let's get fit!	*arm, face, foot/feet, head, leg, tooth/ teeth; wing, claw, beak; old, young, tall, short; keep fit, healthy, unhealthy, fast, slow*	*I am tall and young.* *He never eats sugar.* *It always flies.*	
3 A day in my life	chef, concierge, construction worker, farmer, fisherman, market seller, mechanic, web designer; café, farm, hotel, restaurant, supermarket; cell phone, computer, keyboard, laptop	*Why does he go to the hotel?* *When does the school play finish?* *She plays with her friends after school.* *He plays computer games at the weekend.* *What does he/she do?* *What do you want to be?* *What is (Dad) doing?* *He's helping people.*	
Review 1	Revision of units 1-3		
Non-fiction reader		Animals in the wild	



Who am I ?

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Revision of Primary 1 phonics	Cooperation and self-management: Responsible behavior	Honesty Showing respect and love to extended family members	Awareness of rights and duties	Math: Numbers 1-100; Telling the time Social Science: Families
oo: foot, book, wood all: tall, wall, small , ball ee: feet, green, tree	Decision-making: Making healthy food and exercise choices Problem-solving: Identify the problems associated with eating unhealthy food and not taking regular exercise		Preventative health: Washing fruit and vegetables; understanding the connection between physical activity and good health	Science: Ask questions based on observation to learn more
Counting syllables	Empathy and Critical thinking: Understanding different jobs	Independence: Respect for different jobs	Respect for diversity: Being tolerant to people that are different, e.g. the fisherman, farmer, chef/cook Technological awareness	Geography: Places in the local community ICT: Develop an understanding of digital technology
	Communication			
	Problem solving	Caring for animals		Science: Animals

Scope and Sequence

The world around me			
Unit	**Vocabulary**	**Language**	**Reading**
4 Into space	sky, cloud, star, Sun, Moon, planet, constellation, galaxy, shadow; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune; grey, brown	*Earth is bigger than Mercury.* *Venus is the hottest planet.*	
5 A boat trip	river bank, rainforest, tree, grass, plant, river, bamboo; fish, dolphin, whale; row, sail	*What was that?* *It was a dolphin.* *Alexandria is very interesting. Luxor is very cool in the summer.*	
6 Monuments	museum, fountain, bridge, castle, tower, statue; wood, plastic, glass, concrete, metal, cloth, paper, water; solid, liquid, gas, ice, steam	*We went to a museum yesterday.* *Her dad cooked dinner on Friday.* *Did you go to the fountain? Yes, I did/ No, I didn't.*	
Review 2	Revision of units 4-6		
Let's read a story		The Gingerbread Man	

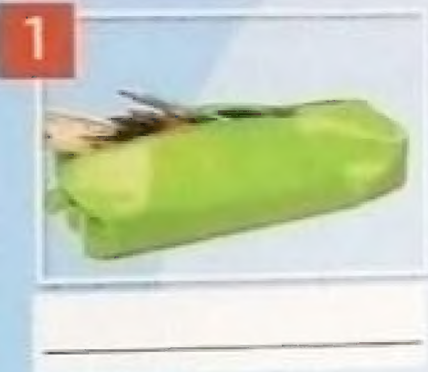
The world around me				
Phonics	**Life skills**	**Values**	**Issues and challenges**	**Integrated cross-curriculum topics**
nn: thinner gg: bigger tt: hotter, fitter	Critical thinking: Observation: Shadow, Day and night, The Moon	Curiosity		Science: Night and day, shadows, the planets in the solar system ; solids and gasses Math: Shapes
ph: phone, dolphin wh: whale, wheel		Caring for animals	Environmental responsibility	Geography: Geographical features Science: Animal habitats
ss: glass, grass ll: yellow, cell phone, shell ff: coffee , cliff	Critical thinking and Problem solving: Materials			Science: Liquids, solids and gases, Materials Art: Monuments
	Communication Self management			
	Communication Problem solving Creativity			



Let's remember

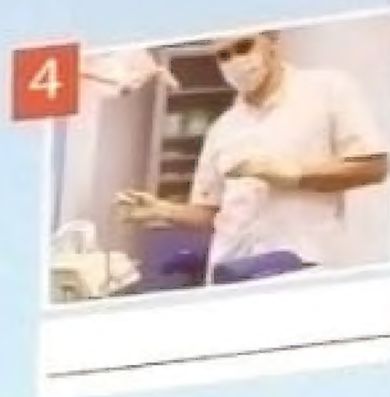


1 Look and write

1


2


3

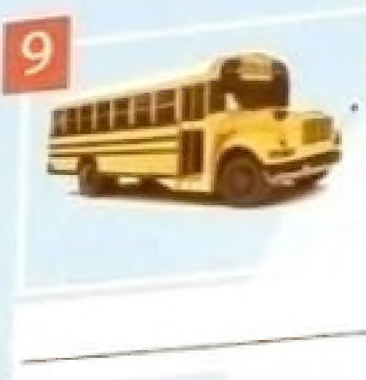

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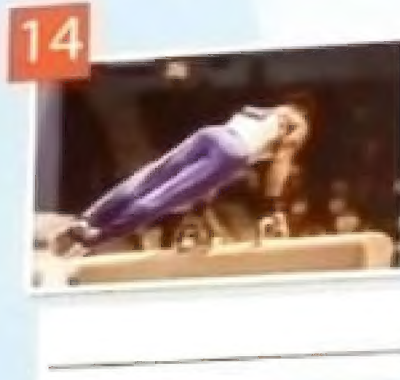

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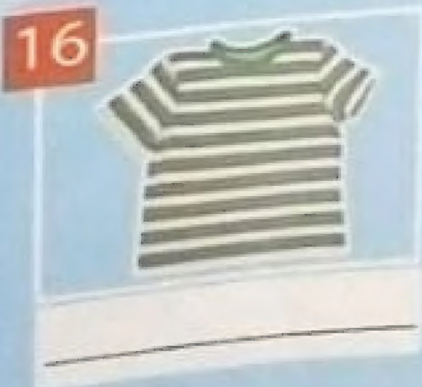

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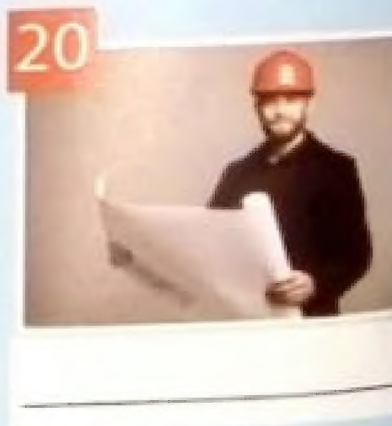
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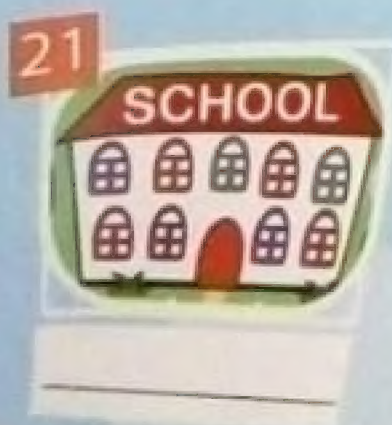

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20


21


22


23


24


Let's remember



3 Read and match

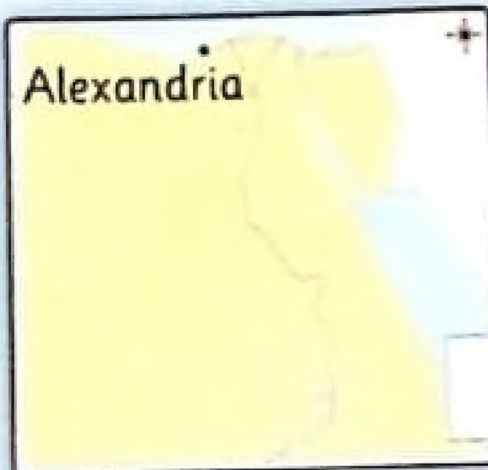
1 Can I have six bananas?
2 What's this?
3 What can you see?
4 What do you like doing?
5 Do you have a sister?
6 Where do you live?

a I can see a green bike.
b Yes, here you are.
c No, I have two brothers.
d It's a skirt.
e I live in Alexandria.
f I like running.



4 Listen, check and number















5 Ask and answer with a friend

How old are you?

What do you like doing?

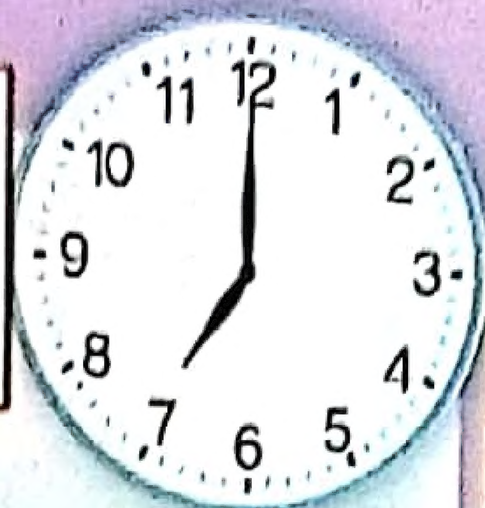
Where do you live?

Do you have a sister or a brother?



2 Look, listen and say

Good morning, Hany. How are you?



Good morning, Mrs Sara.

I'm fine, thank you.

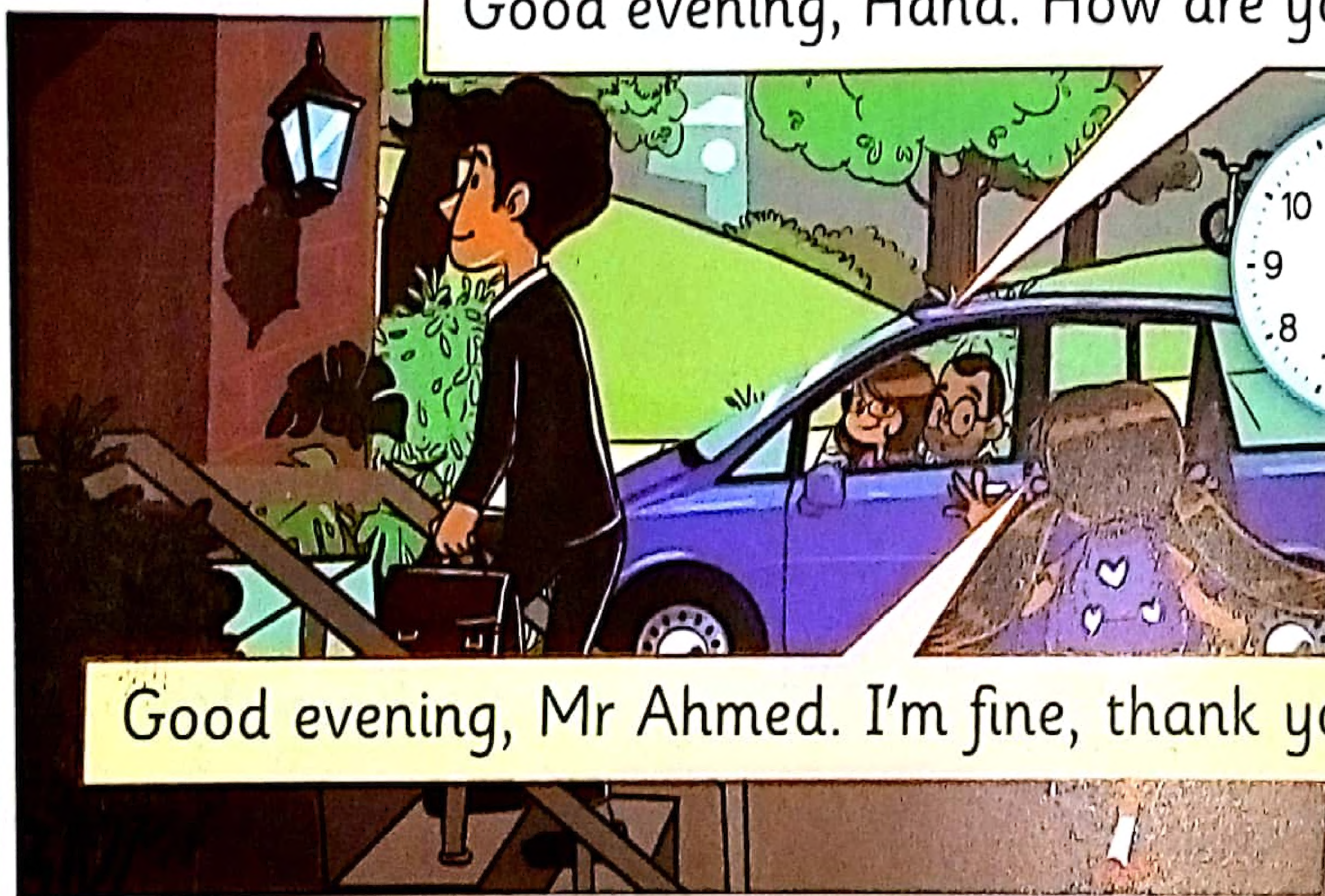
It's 7 am. It's time for school.

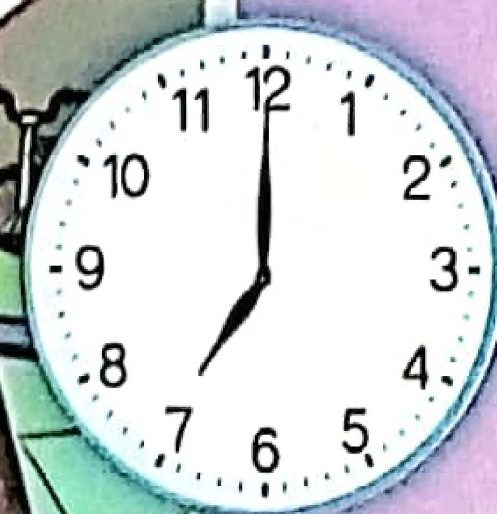


Good afternoon, Youssef. How are you?

Good afternoon Miss Mona. I'm **fine** thank you.

It's 2:30 pm. It's time to go home.





It's 7 pm. Dad has arrived home from work.



3 Ask and answer with a friend

How are you?

Good ...

Language: Good morning / afternoon / evening. How are you? I'm okay./I'm fine, thank you. See you soon.

Language use



1 Read and say

1



I get up at seven o'clock.

2



I eat my breakfast at half past seven.

3



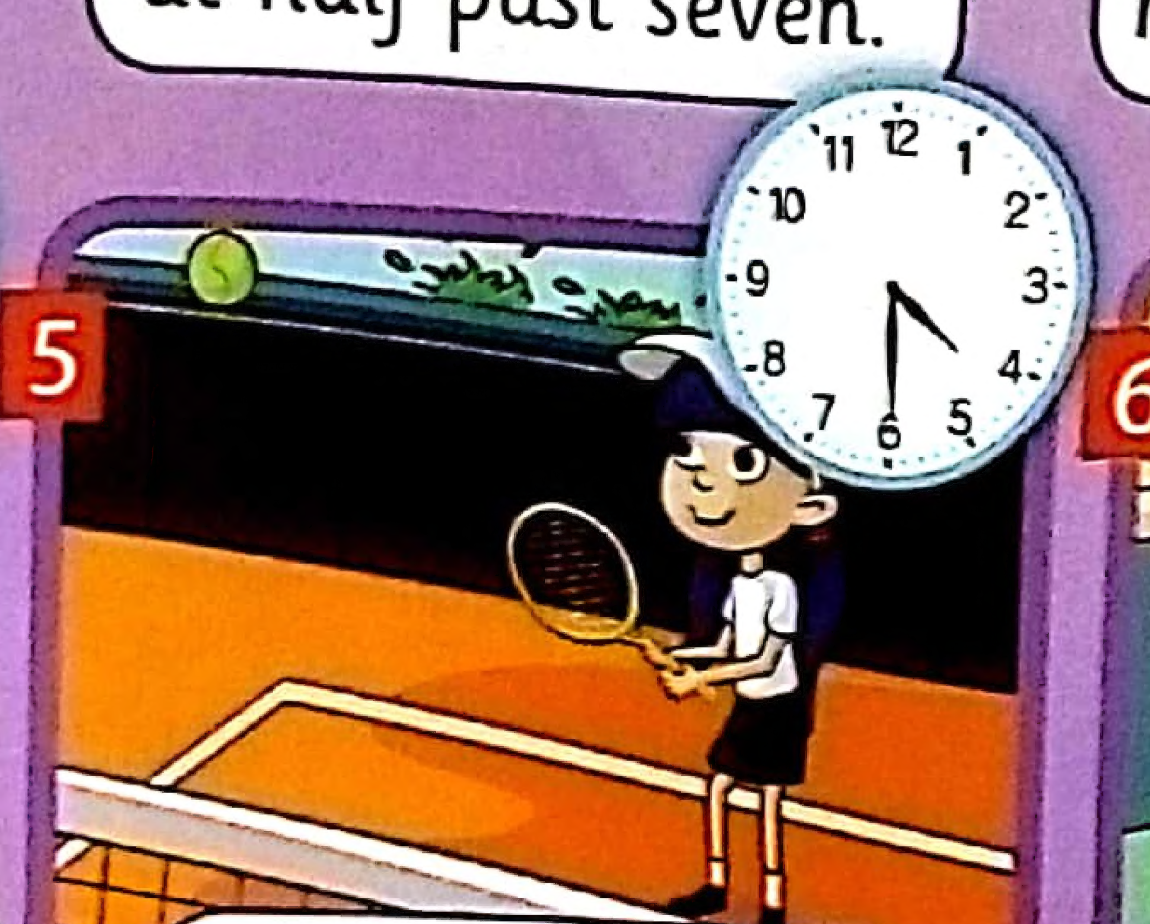
I walk to school with my mom at eight o'clock.

4



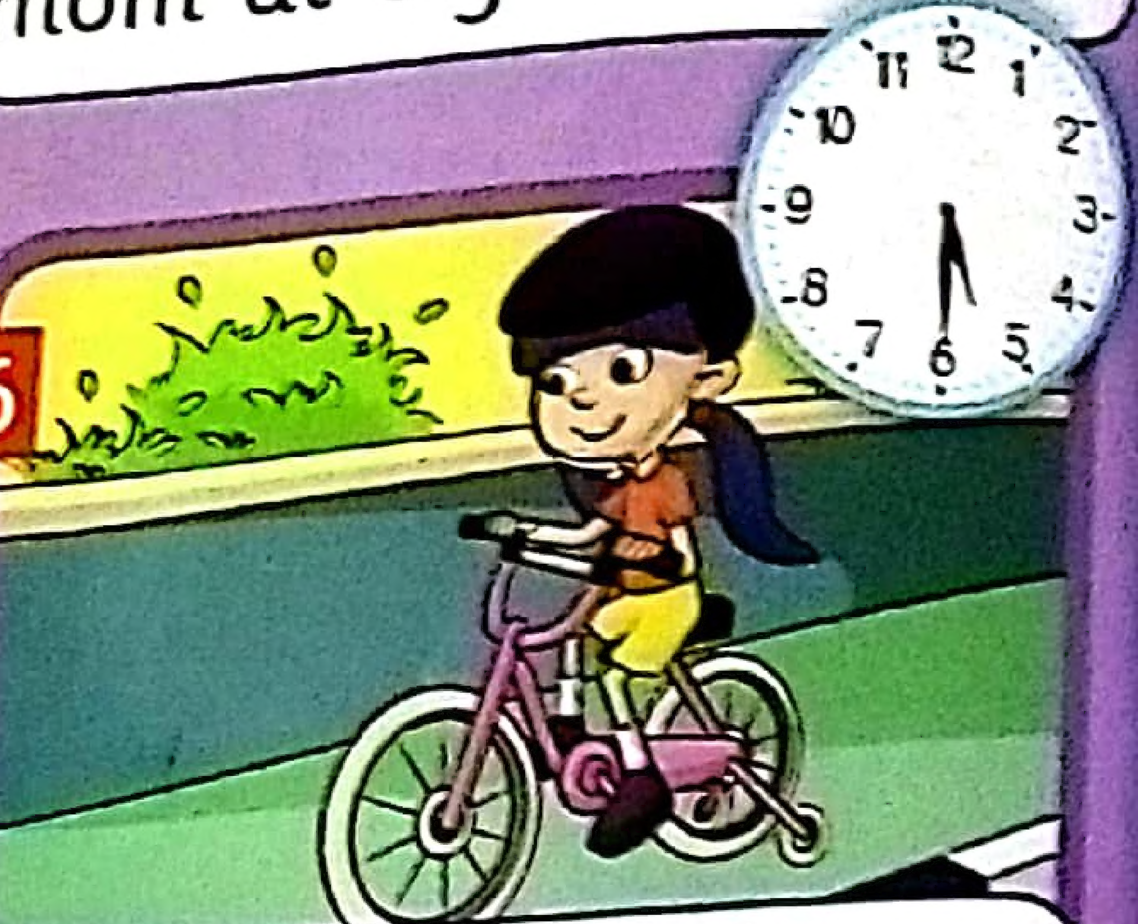
I have lunch at one o'clock. I eat sandwiches and I drink water.

5



I play tennis after school at half past four.

6



I go home at half past five. I ride my bike.



2 Read again. Circle the answer

1 Does she get up at seven o'clock?
Yes, she does. / No, she doesn't.

2 Does she have breakfast at eight o'clock?
Yes, she does. / No, she doesn't.



3 Ask and answer with a friend

Do you get up at half past six?



No, I don't. I get up at half past seven.

Language: I get up./eat/go; She gets up/eats/goes; Does he/she ...?
Yes, he/she does./No, he/she doesn't.; Do you ...?
Yes, I do./No, I don't.

CLIL - Math

Unit 1

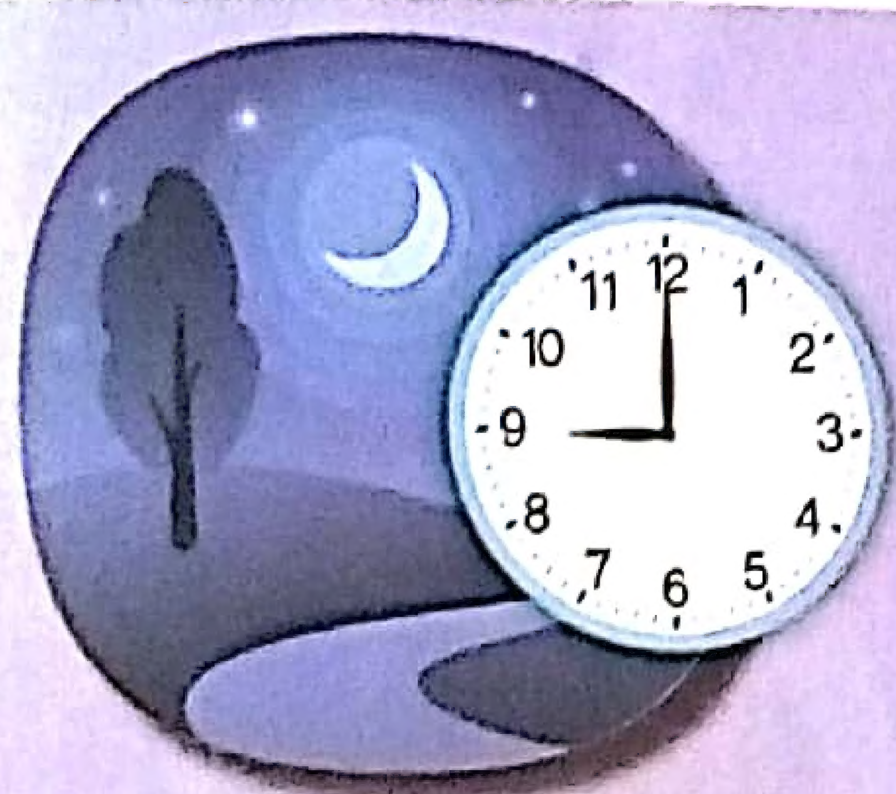
Let's count and tell time

1 Look, read and say





2 Look. Ask and answer





3 Count to one hundred. Take turns to say

10	20	30	40	50
60	70	80	90	100

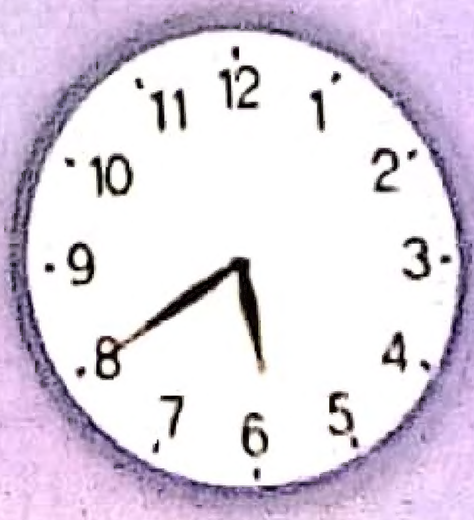
What's the time?

It's twelve twenty.

4 Listen, look and say







Vocabulary



1 Listen, read and write

My name is Dalia. These are my parents. My mom has curly, brown hair. My dad has short, black hair.

Dad

Dalia

These are my grandparents. My grandma and grandpa have gray hair. My grandpa is tall. My grandma wears glasses.

My grandparents have five grandchildren. I have one brother and one sister. I have two baby cousins!



2 Read again and circle

1 Dalia's **mom / dad** has curly, brown hair.

2 Dalia's **mom / dad** has short, black hair.

3 Dalia's **grandma / grandpa** is tall.

4 Dalia's **grandma / grandpa** wears glasses.

5 Dalia's grandparents have **four / five** grandchildren.

Language: parents, grandparents, grandchildren, cousins

Reading and Speaking

Unit 1



1 Listen, read and write



1 He's ....



2 He's ....



3 She's ....



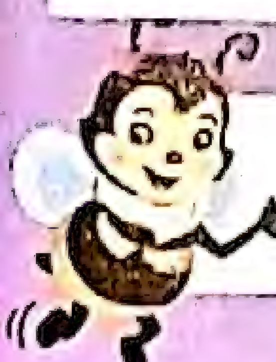
4 He's ....



5 They're ....



6 She's ....



2 Read and match

1 What is he doing?

2 What are you doing?

3 What is she doing?

4 What are they doing?

a I am reading a book.

b They are eating breakfast.

c He is listening to music.

d She is playing the piano.



3 Ask and answer with a friend.

Language: I am ... ; He/She is ...; They/We/You are playing/eating/reading

Story

A game in the park



1 Look, listen and read



Narrator It's a sunny morning. Amir has a new kite.

Amir Hello, Fares. Do you want to come to the park?

Fares Hello, Amir. That's a great idea!

Amir I have a new kite.

Fares Let's fly it!



Narrator Fares and Amir walk to the park with Amir's parents.

Fares Good morning. How are you?

Mom and Dad We're fine, thank you, Fares.

Mom Fares, this is Amir's grandad.

Amir Hello. It's nice to meet you.

Grandad It's nice to meet you too, Fares.

Narrator They walk to the park.

Amir This is a nice place. Look at my kite. It's white, blue and red.

Fares It's great!

Dad Let's fly it here.



3

Fares It's a windy day now!

Amir Yes, it is. Look! My kite is flying!

Fares Let's run, Amir!

Narrator Fares and Amir are running. The kite is flying in the sky.

Dad Amir – be careful! There are two kites.



4

Fares Look! It's my cousin Wael. He has a kite, too!

Wael Hello Fares. Hello Amir. I like your kite!

Fares It's nice to see you Wael.

Wael We're having a picnic. Do you want to come with us?

Fares and Amir Yes, please!

Narrator So Amir's family and Wael's family all have a picnic together.

Amir What a lovely day!

Learn to write with Busy Bee!





1 Look at the upper case letters. Write the lower case letters. Say

A .... B .... C .... D .... E .... F ....

G .... H .... I .... J .... K .... L ....

M .... N .... O .... P .... Q .... R ....

S .... T .... U .... V .... W .... X ....

Y .... Z ....



2 Upper case or lower case? Look and write

1 I live in ....airo.

2 My name is ....any.

3 We play ....ootball.

4 What do you do on ....aturday?

5 It's a ....unny day.





CLIL: Math: Numbers time



1 Look and match. Complete

thirty-seven

fifty-six

....

seventy-four

....

forty-three

15 22 74 100

61 99 43

37 88 56

....

....

ninety-nine

one hundred



2 Look , read and complete

1 I have (8) .... pencils in my pencil case.

2 My dad is (41) ....

3 My grandma is (63) ....

4 I can see (20) .... butterflies on the flowers!

5 There are (35) .... children in my class.

CLIL: Social Science



1 Look, listen and read

All families are different.







1 I have a big family. I live with my mom, my dad, and my grandparents. I have two sisters and a brother.

2 I have a small family. I live with my mom, my dad and my baby sister. My grandparents live in a different city. We visit them every month.

Animals have families too.



1 These baby birds live in a **nest**. Their mom and dad **feed** them.



2 These baby lions are called **cubs**. They live in a group called a **pride**. Lots of lion families live together.



3 This is a baby elephant. It is big! It lives in a **herd** with lots of other elephants.

Vocabulary: nest, cubs, pride, herd

Life skills

Happy birthday, Grandma!

1 Listen and read



It's my Grandma's birthday today. My family is having a **special meal.** My cousins are at our house. I'm helping my mom with the food and drink. My sister wants cake. My cousin would like an ice-cream. I would like some cookies.

2 Ask and answer



Would you like a drink?



Yes, please.



Would you like some cake?

Yes, please.

3 Listen and complete about wants and needs



My sister .... an ....



My cousin .... some sunscreen.

4 Look and draw ☺ or ☹





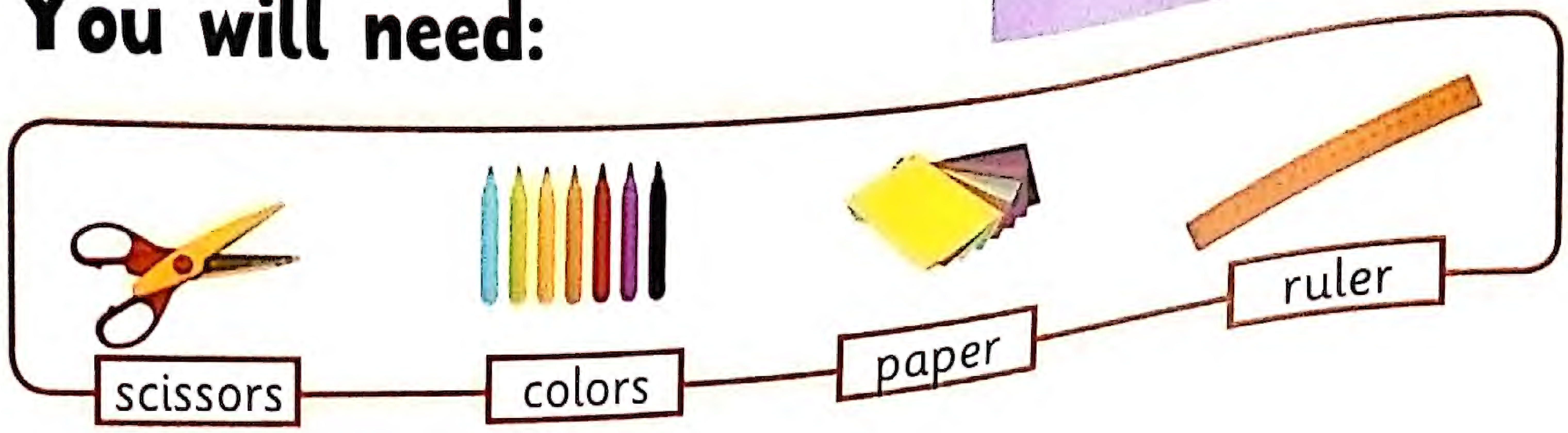





Life skills: Cooperation

Project: Make an activity chart

You will need:



Think and plan

1 What do you do in the week? Make a list for every day.
On Monday I ...
2 What do you do on the weekend? Make a list.
3 Write the times for the activities.
4 Make a chart to show what you do on any day of the week.

	Morning	Afternoon	Evening
Monday			

5 Complete the chart for you. Draw and color.



Show and share

6 Ask and answer in pairs.

Review



1 Read and match the time

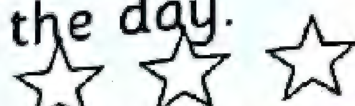
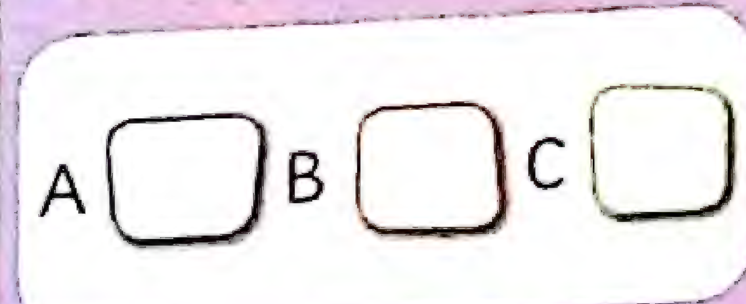
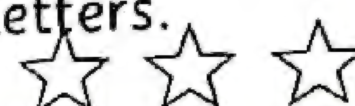
① 7.30 am ② 1.30 pm ③ 8.00 pm

☐ Good evening. ☐ Good afternoon. ☐ Good morning.

Self Assessment



Read and color the stars that describe your effort

Speaking 	- I can tell the time. - I can read about greetings at different times of the day. 	- I can ask and answer about the time. - I can recognize greetings at different times of the day. 	- I can tell the time while talking about daily routines. - I can use greetings at different times of the day. 
Reading 	- I can read about family members and how they look. - I can read about families in humans and animals. 	- I can recognize that families are different in both humans and animals. - I can describe a family in a picture: how they look, and what they wear, etc. 	- I can say the differences between families in both humans and animals. - I can talk about family members: what they look like, what they wear, etc. 
Writing 	- I can recognize capital and small letters. - I can write numbers in letters. 	- I can use capital and small letters correctly. - I can write numbers in letters. 	- I can use capital and small letters and full stops or question marks to write complete, correct sentences. - I can write simple sentences with numbers in letters. 
Language use 	- I can listen to and complete what people are doing in some pictures. - I can recognize *I, we, they, you* (verb) and *he, she, it* (verb+s). 	- I can describe what people are doing at some time in a picture. - I can use present simple with *I, he, she, it, we, they, you* and ask and answer questions using it. 	- I can say what I am doing at different times. - I can use present simple in sentences, questions and answers correctly to talk about daily routines. 
Life skills 	- I can distinguish wants from needs. - I can read about family members. 	- I can talk about wants and needs. - I can show respect and love to family members. 	- I can use wants and needs to express myself. - I can help family members with doing their work. 
Project 	- I can complete a chart of what I do on weekends. 	- I can make a colored chart for what I do on the weekends. 	- I can make and talk about my chart to my classmates. 

Unit 2 Let's get fit!



1 Look, listen and read

My cat is small and young. It has three black feet and one white foot. It plays a lot.

My tortoise is old and slow. It has four short legs and a funny face. It usually sleeps. It doesn't run.

Body parts

Unit 2



2 Look, listen, write and say



arm	beak	face
feet	head	leg
talons	teeth	wing

LOOK


tooth


teeth


foot


feet



3 Look and say









It has legs!

It has feet!





Language: It has a wing. It has feet.

Language use



1 Listen, read and say





head	✓
beak	
teeth	
legs	
wings	
claws	



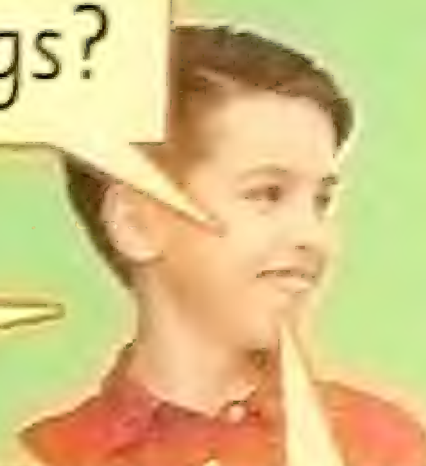
2 Complete







3 Look, play and say *yes* or *no*







4 Listen and read

Hoopoes are small birds. They have orange, black and white **feathers**. They have long, thin beaks. Their beaks help them find insects and spiders to eat.



Language: Do crocodiles have wings? No, they don't.
Do crocodiles have claws? Yes, they do.



1 Look and complete

1



short

tall

The woman is ________.

The man is ________.

2



old

young

The baby is ________.

The woman is ________.

3





slow

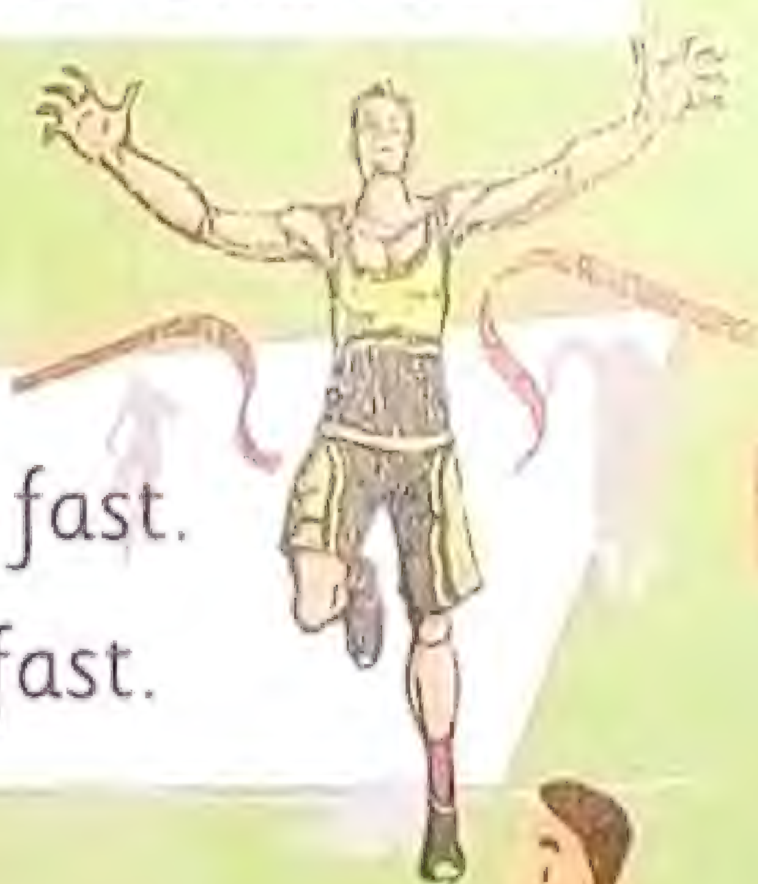
fast

The car is ________.

The bicycle is ________.



2 Look, listen and read



1 He's tall. He's fast.
He's tall and fast.



2 She's short. She's slow.
She's short and slow.



3 He's young. He's fast.
He's young and fast.



4 She's old. She's slow.
She's old and slow.

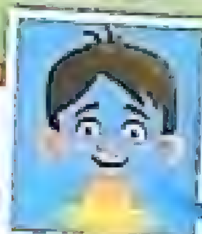
Language: He's/She's short and slow.

Language use



1 Listen, read and point

How often do you walk to scho

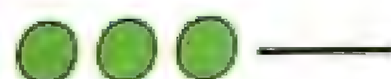


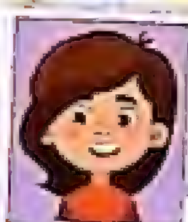
I walk to school every day.
I **always** walk to school.





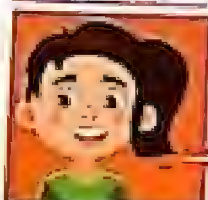
I **usually** walk to school. On Wednesday, I take the bus.





I **often** walk to school.





I **sometimes** walk to school.





I **never** walk to school!





2 Write about you

always usually often sometimes never



1 I _always_ do my homework.



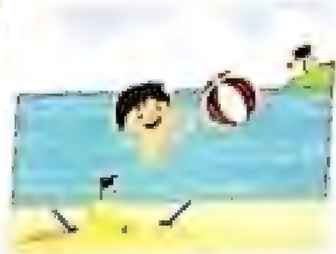
2 I ____________ walk to school.



3 I ____________ eat breakfast.



4 I ____________ go to the park.



5 I ____________ swim in the sea.



6 I ____________ play on the swings.



1 Look, listen and read



1 This is my grandmother. She's **old** and **kind.** She's very **wise.** She always drinks tea!



2 This is my brother. He's **tall** and **funny.** He has **long** arms and legs. He often plays basketball.



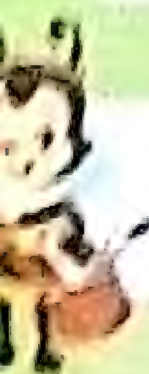
3 This is my baby sister. She's **young.** She sleeps a lot. She has one tooth!



4 This is my daddy. He's **tall** and **kind.** He sometimes plays football. He often walks in the park.



5 This is my mommy. She's **kind** and **pretty.** She usually walks to school with me.



2 Read again and match

My grandmother	is young.
My brother	is tall and kind.
My baby sister	is old and wise.
My daddy	is kind and pretty.
My mommy	is tall and funny.

Who am I?



1 Listen, read and match

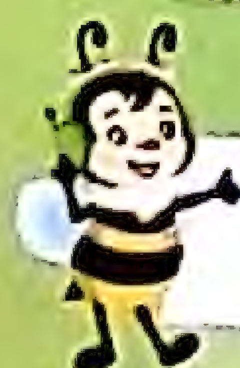


1 I often jump. I usually swim. I have four legs. My face is green and funny.

2 My wings are pretty. I often fly. I have a beak. I sometimes talk!

3 I'm small and fast. I always swim. I never walk!

4 I'm big and slow. I usually walk. I sometimes run. I eat plants and grass.



2 Look, read and write

fly legs small tall wings



I'm tall and brown. I have four long ____. I eat leaves.



I'm ____ and pretty. I have four ____. I usually ____.



3 Play with a friend

I'm ______ and ______. I have ________. I ________.





Learn Phonics with Busy Bee!



oo all ee



1 Listen, point and say

oo



foot

all



tall

ee



feet



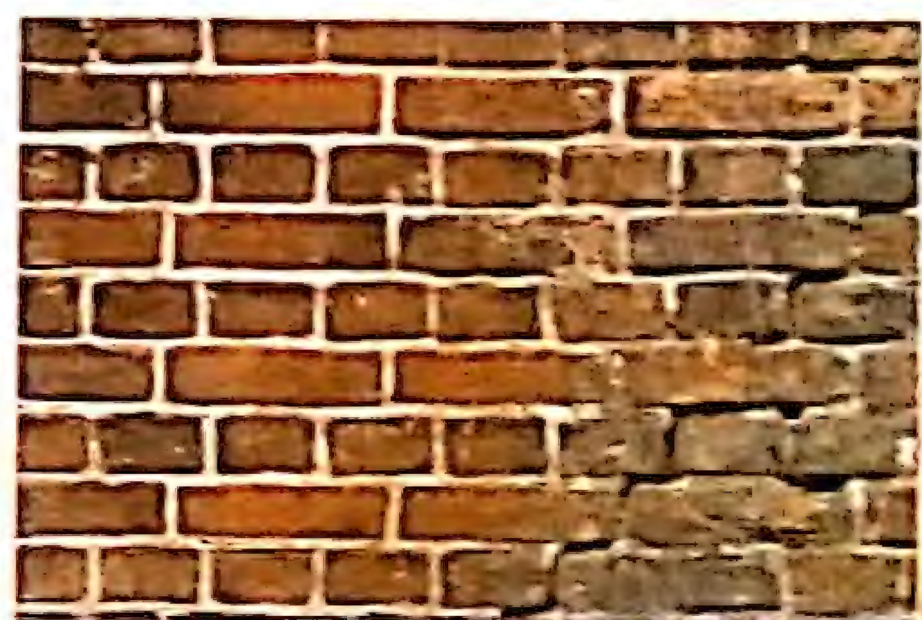
2 Underline oo, all and ee. Say the words



book



wood



wall



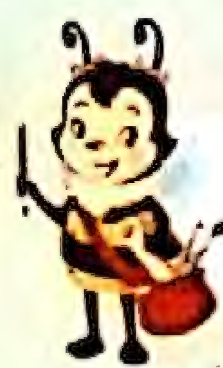
ball



tree



green



3 Write and say

book green small

The ________ is ________ and ________.



Healthy or unhealthy?



1 Listen and read

1 Jana is healthy and fit. She usually eats healthy food. She does lots of exercise. She plays sport with her friends. She sleeps for 10 hours every night.



2 Sherif is unhealthy. He isn't fit. He often eats unhealthy food. He doesn't do lots of exercise. He usually watches TV. He sleeps for 5 hours every night.





2 What do they do? Read and complete

Activity	Jana	Sherif
healthy	eats healthy food	
unhealthy		



3 Look, read and circle

1 I never eat vegetables.  healthy (unhealthy)

2 I eat fruit every day.  healthy unhealthy

3 I eat lots of sugar.  healthy unhealthy

4 I drink lots of water.  healthy unhealthy

5 I usually eat healthy food.  healthy unhealthy

6 I eat lots of cakes.  healthy unhealthy



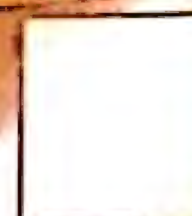
1 Look, read and put a (✓)



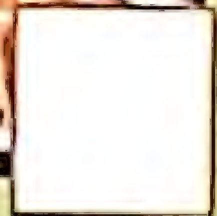
Habiba Marzouk is an **athlete**. She does gymnastics. She does gymnastics every day. Habiba is healthy. She always eats healthy food. She always has healthy drinks. What does she eat and drink?











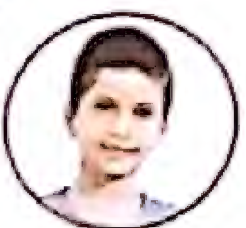






2 Listen and read

 Do you usually eat healthy food?

 Yes, I do.

 What do you eat and drink every day?

 I eat lots of vegetables and fruit. I drink lots of water.

 Do you eat lots of sugar?

 No, I don't.

 How often do you do exercise?

 I do exercise every day. I play football with my friends.



3 Ask and answer

Are you healthy?
What do you do?
Do you usually eat healthy food?
How often do you exercise?

Being fit and healthy



1 Listen, read and answer



2 Listen again, read and match



1 Wash your	 	fruit and vegetables.
2 Wash		exercise.
3 Clean		healthy food.
4 Do		hands.
5 Play		lots of water.
6 Eat	 	your teeth.
7 Drink		10 hours a day.
8 Sleep for		with friends.



3 Mime and say

Healthy me!

Unit 2



1 Look, read and complete



We want to be fit and healthy. We want to be happy. What do we need?

water   exercise   friends   healthy food   sleep   sunshine

1 We need  **healthy food** and we need lots of  ____________.

2 We need  (to) ____________ every night.

3 We need  ____________.

4 We need  ____________ and fresh air.

5 And we need  ____________!



2 Now ask and answer





What do we need?



Find out
How many hours of sleep does everyone in your class have?

Language: We need (healthy food).

Project: A healthy wheel



1 Look, read, draw and write

exercise

sunshine and fresh air

sleep

I'm fit and healthy!

good friends

clean water

healthy food



2 Now share your healthy wheel with your friends



Review

Unit 2

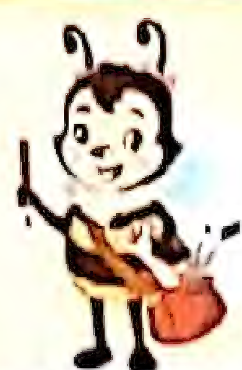


1 Talk about Waleed using

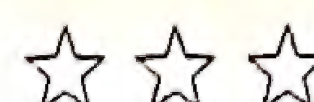
always never often sometimes usually

Waleed	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
have breakfast	✓	✓	✓	✓	✓	✓	✓
do exercise	✓	✓	✓	✓	✓	✗	✓
play with friends	✗	✓	✗	✓	✓	✓	✓
watch TV	✗	✗	✗	✗	✓	✗	✓
drink coffee	✗	✗	✗	✗	✗	✗	✗

Self Assessment



Read and color the stars that describe your effort

Speaking 	- I can read on people and animals: *slow or fast; old or young* and body parts. 	- I can complete sentences. - I can use information on people or animals to complete some activities. 	- I can describe people and animals in a picture. 
Phonics 	- I can recognize words with the long vowels: *oo, all, ee.* 	- I can use the long vowels: *oo, all, ee* in words. 	- I can find other words with the long vowels: *oo, all, ee.* 
Language use 	- I can use the adverbs of frequency: *always, usually, often, sometimes, never* correctly. - I can make sentences using *has/have.* - I can recognize the opposites: *short - tall; old - young; slow - fast.* 	- I can use the adverbs of frequency: *always, usually, often, sometimes, never* to talk about daily actions (go to school, go to the park, etc). - I can use *has/have* to describe animals or people. - I can use the opposites: *short - tall; old - young; slow - fast.* 	- I can use the adverbs of frequency: *always, usually, often, sometimes, never* to ask and answer about daily actions. - I can use *has/have* to ask and answer about people and animals. - I can use the opposites: *short - tall; old - young; slow - fast* to describe people, animals and things. 
Life skills 	- I can read about healthy and unhealthy habits. 	- I can distinguish healthy from unhealthy habits. 	- I can determine what to do to keep healthy. 
Project 	- I can complete a healthy wheel by myself. 	- I can draw and write a healthy wheel. 	- I can talk about my healthy wheel with classmates. 

Unit 3 A day in my life

1 Look, listen and read

RECEPTION



My mom works in a hotel.
She's busy all day!
She helps people.
She talks on the phone.
She uses a computer.
She sends emails.

2 Look, listen and say


1 farmer


2 fisherman


3 market seller


4 chef


5 mechanic


6 construction worker


7 concierge


8 web designer

3 Ask and answer





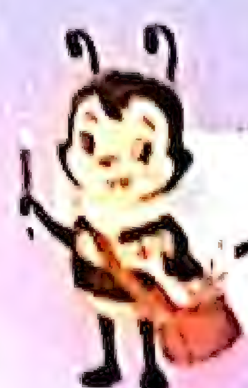
4 Read, think and answer

What do you want to be?



Language: *What does he/she do? What do you want to be?*

Language use



1 Read and number

1 Where does he work?

2 What is she wearing today?

3 Who does she teach?

4 Why does the chef wear a hat?

5 What is her job?

6 When does he start work?

☐ She's an architect.

☐ She teaches children.

☐ At 7.00 am

☐ Because he needs to be clean in the kitchen.

☐ A suit.

☐ He works at the hospital.



2 Look. Ask and answer in pairs





Who ...?

What ...?

When does he start work?

Where ...?

Why ...?

When ...?

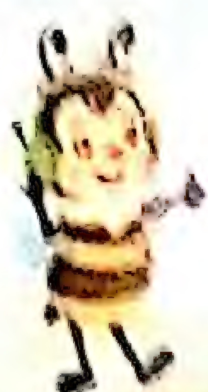


I think he starts work at six o'clock!

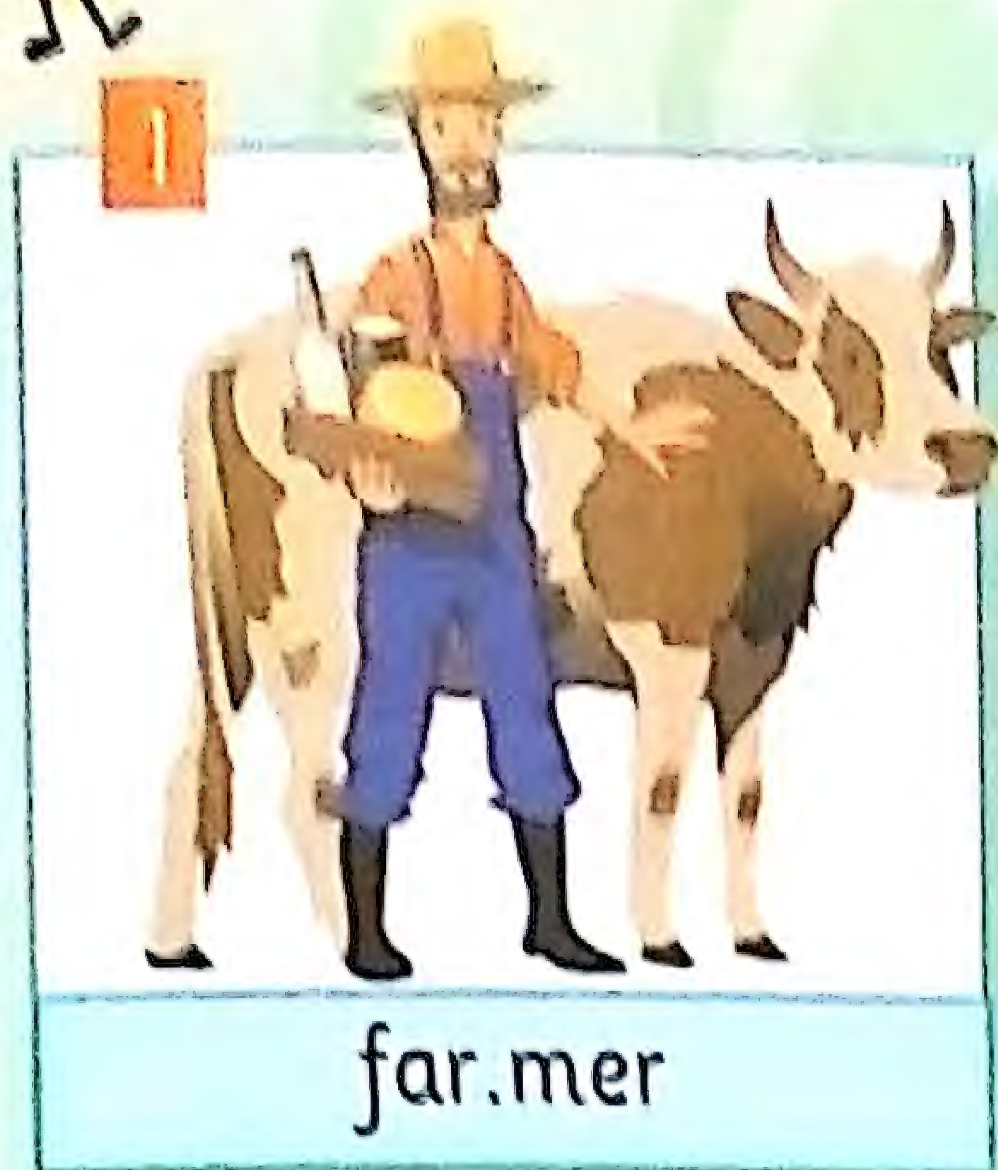
Language: *Why? Where? Who? What? When?*

Learn to count syllables with Busy Bee!





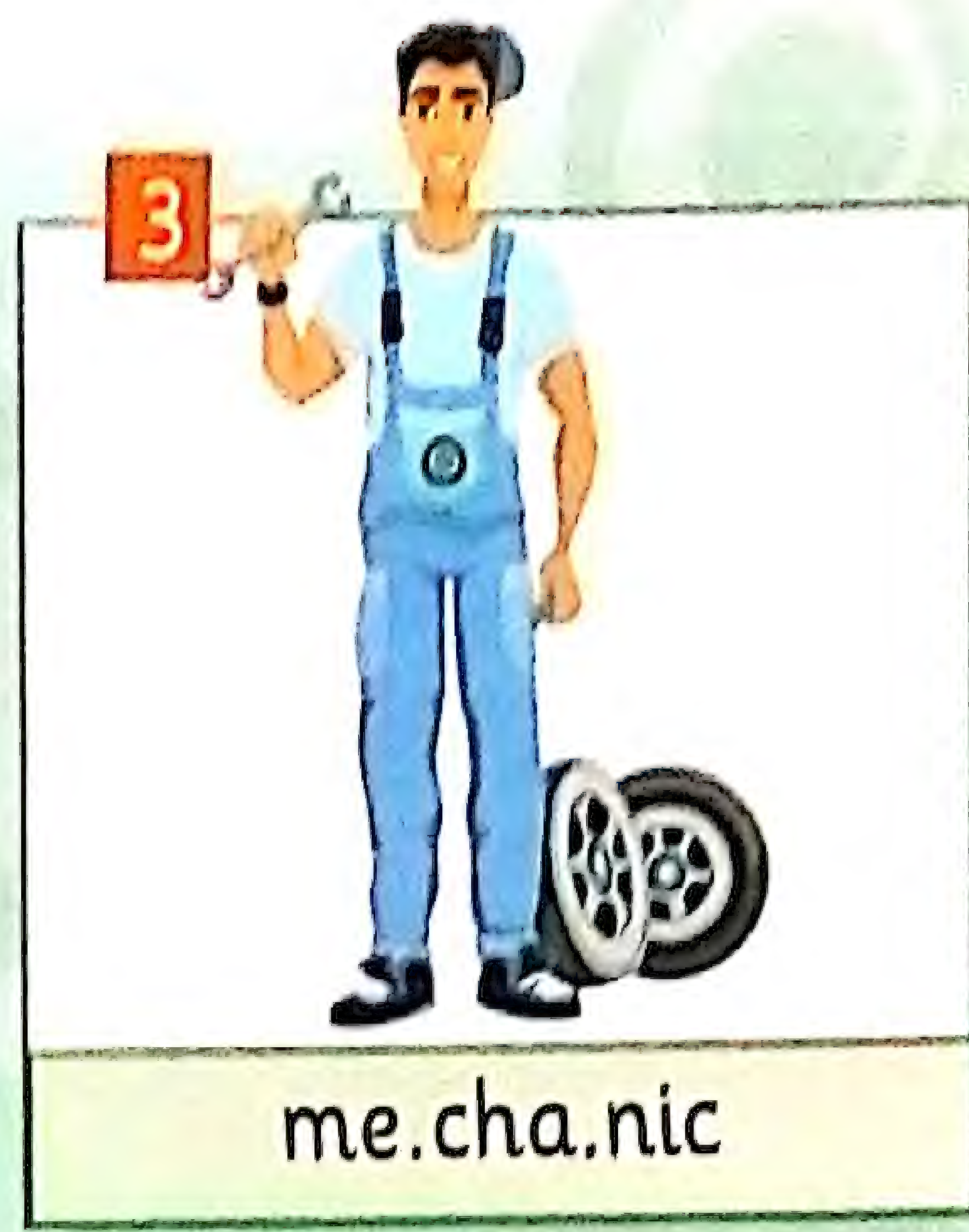
1 Listen, point and say



far.mer



car.pen.ter



me.cha.nic



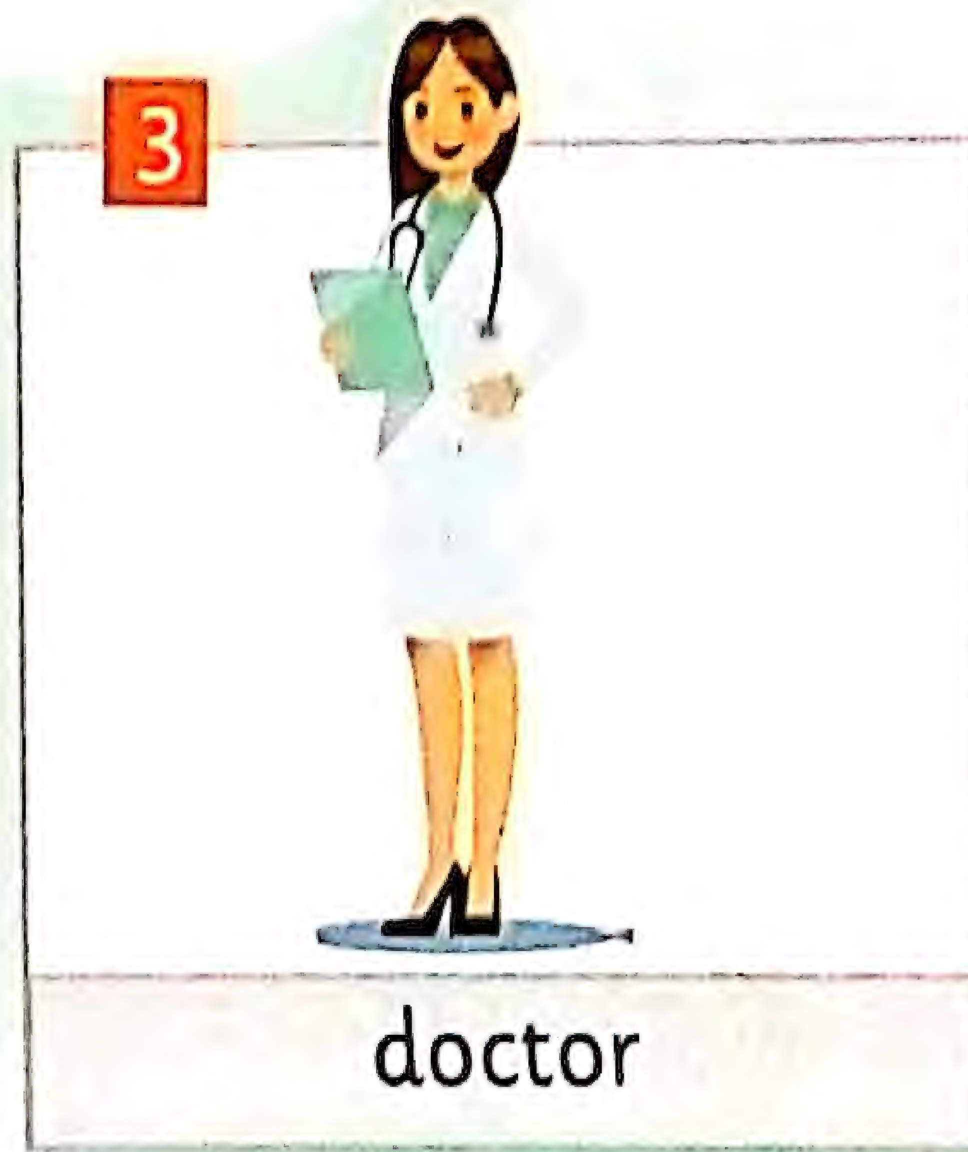
2 Listen and clap. Say the words. Count the syllables



engineer



architect



doctor



3 Match. Clap and say

fish	pen	ter
journ	er	ist
car	al	man



Tip: Use your dictionary.

Reading



1 Listen and read

1



It's 7am. We're having our breakfast. My dad is putting on his jacket. He's putting on his shoes and he's picking up his bag. Why is he going out?

2



My dad is a doctor. He works at the hospital. He starts work at eight o'clock in the morning!

3



It's 5 pm. We're watching TV now. What is Dad doing? Dad is working. He's helping people.

4



It's 9 pm. I'm going to bed. Goodnight!

5



It's six o'clock in the morning. I'm getting up. Where's Dad? He's in the kitchen! He's having his tea.

Language: *What is (Dad) doing? He's (helping people).*



2 Read again and circle

1 Dad is putting on his **hat / jacket.**
2 He's picking up his **bag / book.**
3 He starts work at eight o'clock in the **morning / evening.**
4 Dad is **helping / watching** people.
5 He's wearing a white **suit / coat.**
6 Dad's in **the kitchen / bed.**



3 Read again and complete with the correct form of the verb

1 We .... (have) our tea.
2 Why .... he .... (go) out?
3 I .... (get) up at 6 am.
4 He .... (have) his tea in the morning.

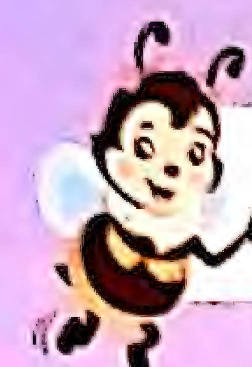




4 Read, think and answer

1 Why is Dad having his tea at six o'clock in the morning?

2 What do you think Dad does in the day time?



5 Look and answer

1


When does she start work?
What is she wearing?

2

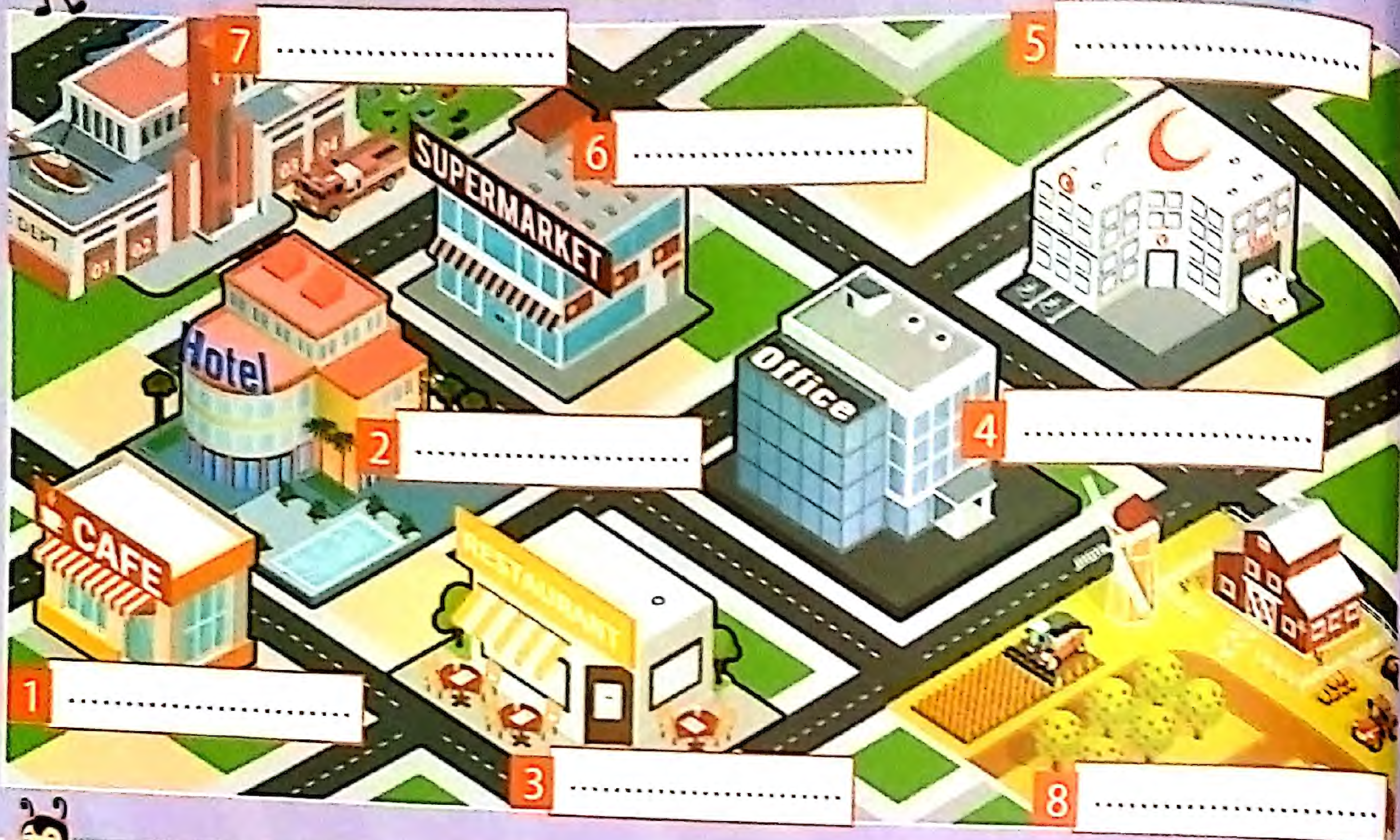

Where does he work?
What is he doing?

Life skills: Empathy and critical thinking

Where do you work?

hospital | hotel | fire station | office
café | supermarket | farm | restaurant

1 Listen and write



2 Look and write the place where they work

1 
........restaurant........

2 
....

3 
....

4 
....

5 
....

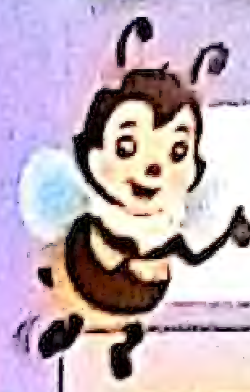
6 
....



3 Listen and check

CLIL: Geography

Places in our community



1 Look and read

Home Gallery About me

Hello, this is my town!

Our town has lots of **important** places.

I like my school. I learn a lot. I see my friends. I like my teachers.

This is the **hospital**. Doctors help **sick people** here.

This is the park. We can play and **have fun** here.

This is the **supermarket**. We can buy food.

This is a farm. The farmer **looks after** animals. He **grows food.**



2 Read again and answer

1. Who can you see at school? ....
2. Where do doctors work? ....
3. What can you do in the park? ....
4. Why is the supermarket important? ....
5. What does the farmer look after? ....



3 Read, think and answer

What important places do you have in your town?

Language use



1 Listen, read and match. Number

1 When does she play with her friends?

2 When does he play computer games?

3 When do they wash their hands?

4 When do you go swimming?

a They wash their hands before dinner.

b He plays computer games on the weekend.

c I go swimming on Tuesdays.

d She plays with her friends after school.





1 





2 Read and complete

after | before | on

1 I go shopping .... the weekend.

2 I do my homework .... school, at 5 o'clock.

3 I do gymnastics .... Wednesdays.

4 I put on my helmet ....I ride my bike.



3 Ask and answer

1 What do you do before school?

2 What do you do after school?

3 What do you do on the weekend?

Values

Unit 3

Understanding different jobs



1 Read and answer

concierge	farmer	construction worker

chef	doctor	mechanic	market seller	fisherman



In my job, I work in a kitchen. It's hot! I sometimes work at night. I make food for people to enjoy. What am I? ......A chef......



In my job, I look after animals. I grow food for people to eat. What am I? ....



In my job, I help people who are sick. I can work for a long time. My job is difficult but it's very important. What am I? ....



In my job, I mend cars and lorries. I help people if their car doesn't work. I like it! What am I? ....



In my job, I make houses, offices and other buildings. I wear a hard hat to protect my head. What am I? ....



In my job, I catch fish. I work on the sea or on the river. I sell fish for people to eat. What am I? ....



In my job, I help people in hotels. I help them to enjoy their holiday. What am I? ....



In my job, I sell food on the market. I sell fruit and vegetables. What am I? ....



2 Read again and say the jobs

Let's learn words



1 Listen, read and write

laptop	cell phone	computer	keyboard	printer	tablet

1 
....

2 
....

3 
....

4 
....

5 
....

6 
....



2 Read and complete

Down

1 You use this to write.

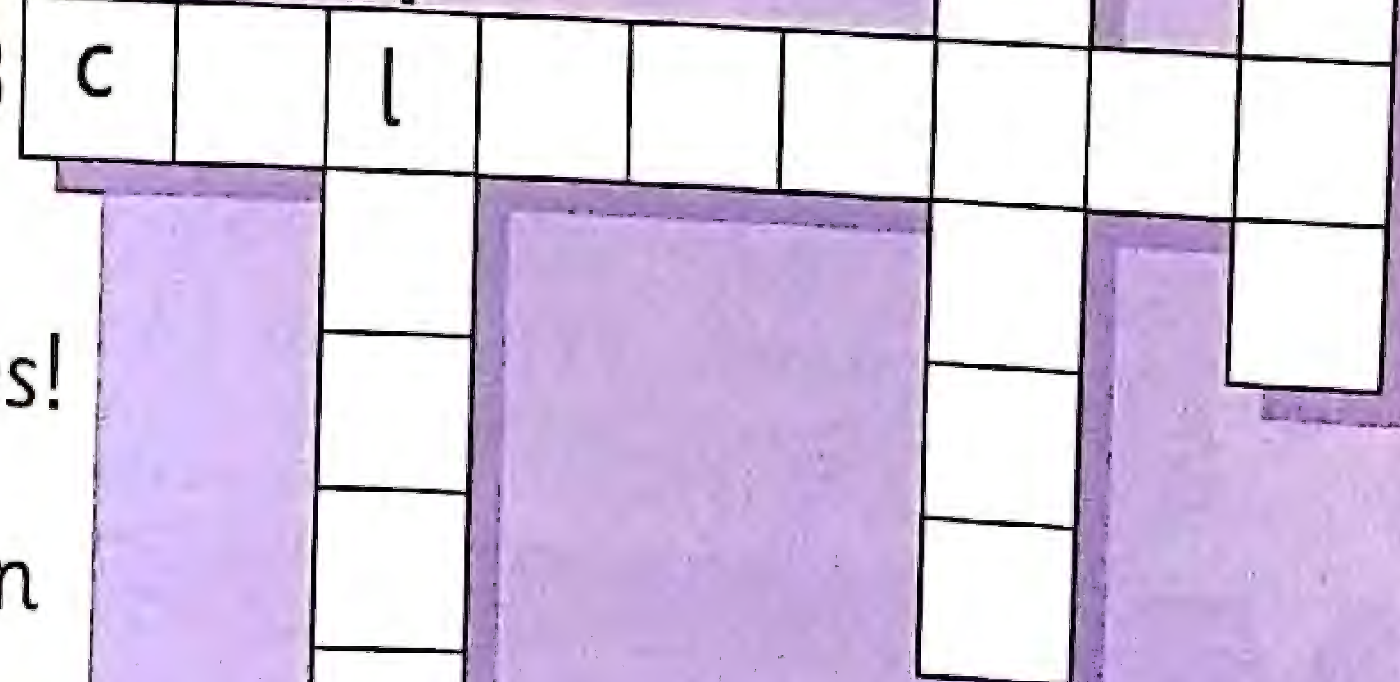
2 This is smaller than a laptop. You can work on it or watch movies!

4 When you use this, you can work in different places.

Across

3 You use this to call people.

6 You use this to print things.







3 Read again and answer

1 What technology do you use sometimes? ....

2 What technology do you use every day? ....

3 What technology do you have at home? ....

4 What technology do you have at school? ....

Technology at work

Unit 3



1 Listen and read

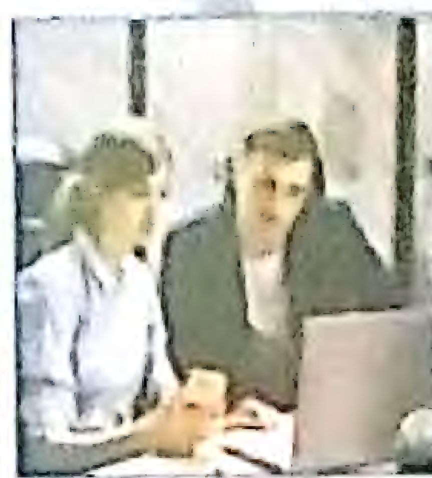
Home Gallery About me

The world of computers





Lots of people use computers to do their jobs. With a computer you can find out **information**, buy and sell things, and send emails to people.



They're using a computer to **design** a **website.**



She's using a tablet to send emails.



She's using a computer to find out **information.**



He's using a **laptop** to buy things.



He's using a **tablet** to look for **recipes.**



2 Read again and complete the sentences

1. You can use a tablet to .... emails.
2. You can buy and .... things with a computer.
3. You can .... out information.
4. You can .... a website.



3 Read, think and answer



Project Jobs poster

You will need:


paper



glue


colors


scissors


magazines

Think and plan

1 Choose a job. Think of something interesting.

2 What can you find out about it? Try to answer the questions.
- What do you wear?
- Where do you work?
- When do you start and finish work?
- What do you do?
- Do you help people? Do you buy or sell things? Do you make things?

Find out

3 You can find out information on websites or in books.

4 Make some notes.

5 Find, draw or print some pictures.

Make your poster



Show and say



Review Unit 3



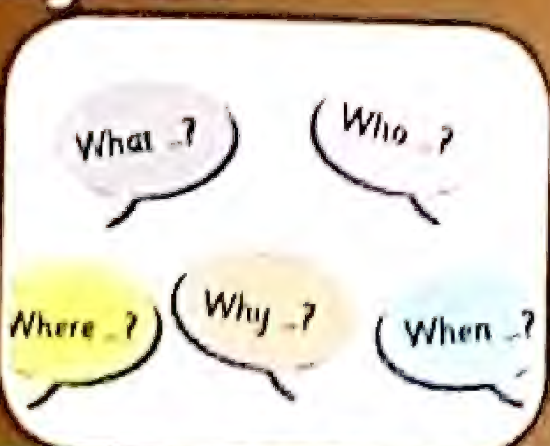
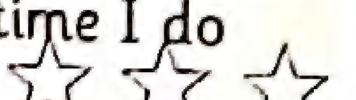
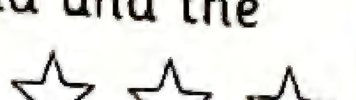
1 Look and write

1 	2 	3 
....	....	....

Self Assessment



Read and color the stars that describe your effort

Speaking 	- I can recognize different jobs and what they do. 	- I can talk about jobs and what they do. 	- I can ask and answer about jobs and what they do. 
Phonics car pen ter	- I can count the syllables of some words. 	- I can count and blend syllables to form some words. 	- I can count syllables of other words using the dictionary. 
Language use 	- I can identify question words: *who, what, where, when* and *why*. - I can determine the difference between *after, before* and *on*. 	- I can use question words: *who, what, where, when* and *why* to ask and answer about jobs. - I can complete sentences using *after, before* and *on*. 	- I can use question words: *who, what, where, when* and *why* to ask and answer about a job of my choice. - I can use *after, before* and *on* to talk about the time I do something. 
Life skills & values 	- I can read about some jobs and what they do to help other people. 	- I can show respect for some jobs and appreciate what they do to help people. 	- I can show respect for some jobs and think of the difficulties they face to help other people. 
Issues 	- I can read about technological tools uses: *computers, tablets', laptops.* 	- I can determine the uses of technological tools: *computers, tablets, laptops.* 	- I can suggest other uses to technological tools: *computers, tablets, laptops.* 
Project 	- I can plan for a job poster. 	- I can find information about the job on websites or in books. 	- I can talk about my job poster to my classmates—how I made it, what information I found and the notes I wrote. 

Review 1



1 Look, listen and number. Write the job

a

....

b

....

c

....

d

....

e

....

f

....



2 Look and number. Draw the time

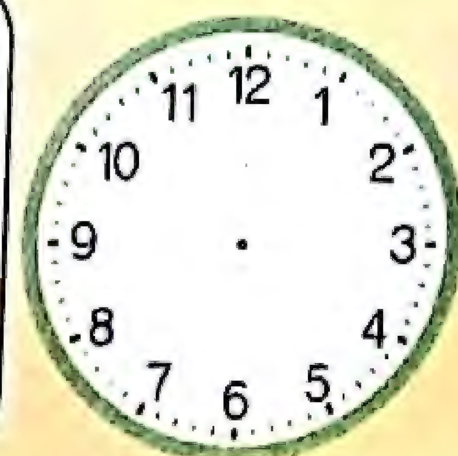
1 I get up at seven o'clock.

2 I have breakfast at half past seven.

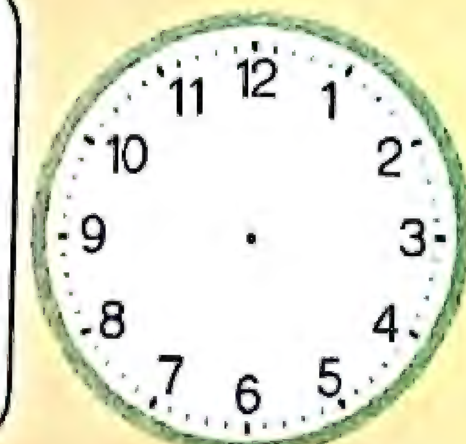
3 I walk to school at eight o'clock.

4 I play with friends at half past four.

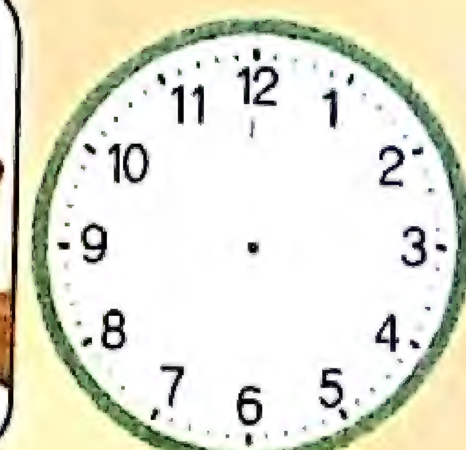




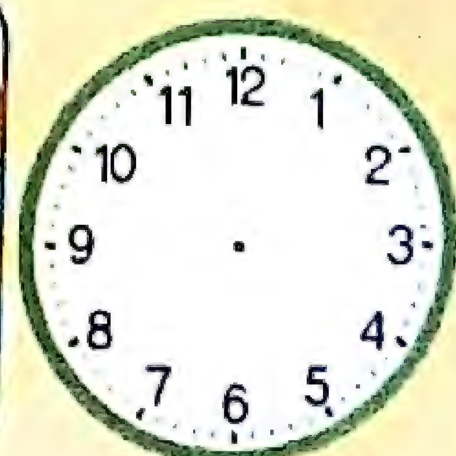












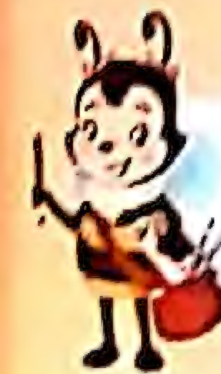
Review 1



1 Look and complete the words



1 w _ _ _	2 b _ _ _	3 h _ _ _	4 a _ _	5 l _ _
6 t _ _ _ _	7 c _ _ _ _			



2 Look and complete

sometimes | always | often | usually | never

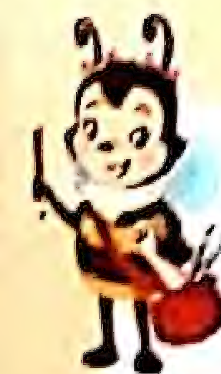
●●●● always

1 ●●●○ ....

2 ●●○○ ....

3 ●○○○ ....

4 ○○○○ ....



3 Read, order and write

1 usually / do / I / exercise

....

2 walk / We / sometimes / school / to

....

3 have / always / I / breakfast

....

Review 1



1 Write the question words

When | What | Where | Why

1 He's a chef. .... is he wearing?
He's wearing a hat.

2 .... is he wearing a hat?
Because he needs to be clean in the kitchen.

3 .... does he work?
He works in a hotel.

4 .... does he start work?
He starts work at 6 pm



2 Listen and circle the correct picture

1


2


3


4




3 Match the numbers

1 62 2 34 3 29 4 51 5 78

a fifty-one
b seventy-eight
c thirty-four
d sixty-two
e twenty-nine

Review 1



1 Listen and say. Then complete the words

oo ll ee



1 b ___ k



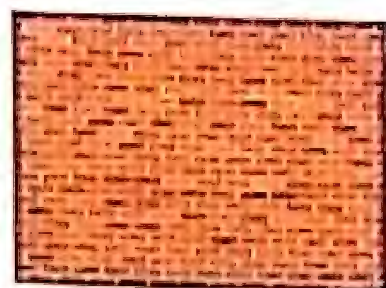
2 t ___ th



3 ba ___



4 f ___ t



5 wa ___



6 tr ___



2 Listen and say. Write the number of syllables

① fisherman	3	② supermarket	
③ computer		④ keyboard	
⑤ mechanic		⑥ restaurant	



3 Write the upper case letters

b ___ d ___ f ___ h ___

l ___ p ___ r ___ t ___

Teacher assessment ☐ ☐ ☐ ☐

Animals in the wild



1 Listen, look and read

Animals in the **wild** sometimes need to **hide**. They often need to find food and water. Animals can do some very **clever** things.

Camouflage



1

Can you see the **owl** in this tree? It isn't easy to see. The **owl's** feathers are brown and gray. The tree is brown and gray, too. The **owl** looks for food at night. In the day, it hides in a tree and sleeps.



2

This **lizard looks like** a leaf! It is a **gecko**. It is brown and green. It lives in the forest. It eats insects. Owls and snakes eat the **gecko**. The **gecko** hides in plants and trees.



3

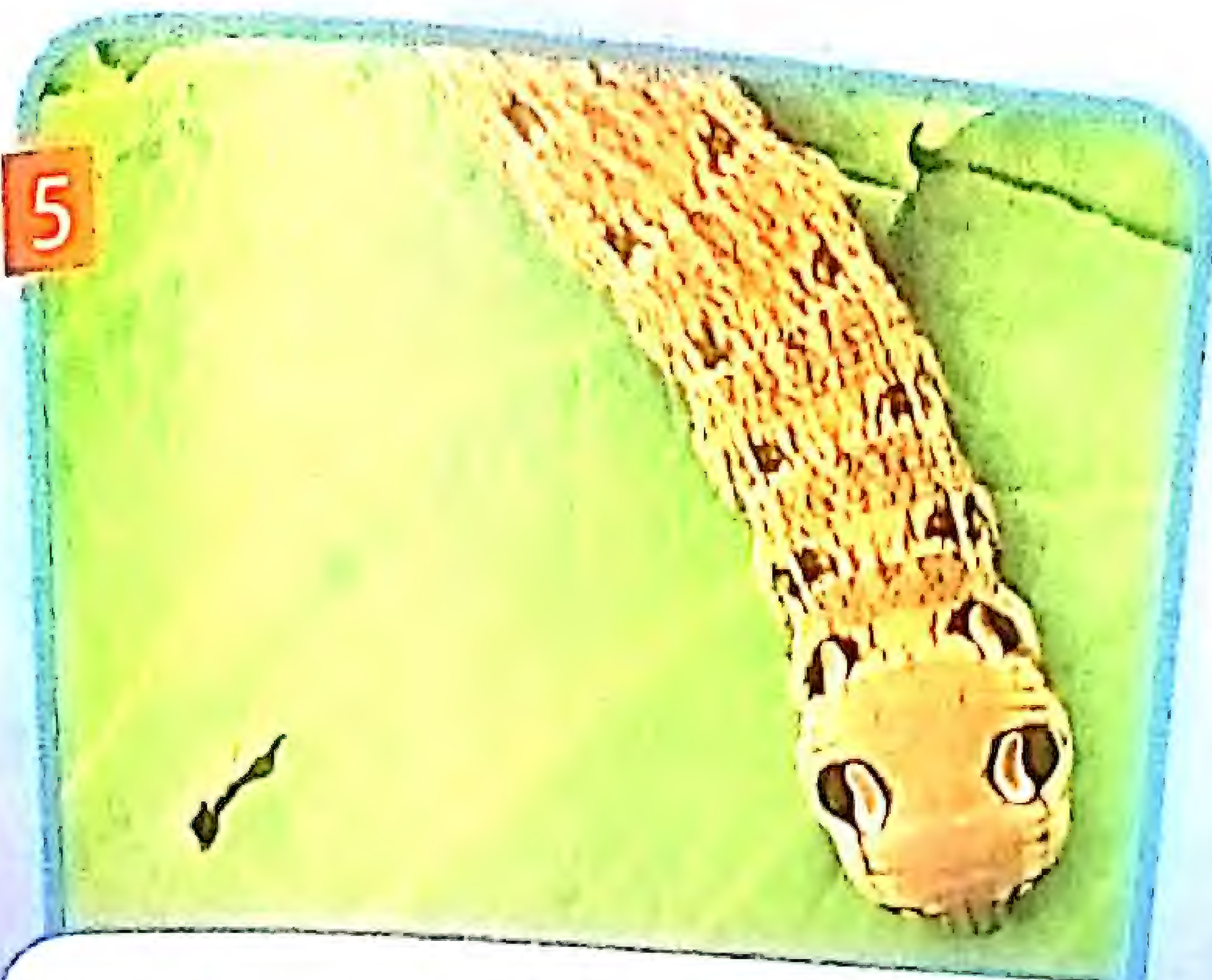
Some butterflies hide on trees. This butterfly has wings the same color as the tree.



4

This butterfly has circles on its wings. These look like eyes. Other animals think the butterfly is big and **dangerous**.

Non-fiction Reader



5

This is a **caterpillar**. These big eyes aren't real. The caterpillar has them on its head so other animals don't eat it. They think it is a snake.



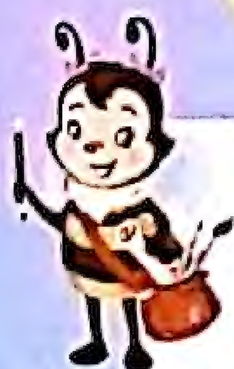
6

This **octopus** is hiding on the bottom of the sea. Some animals want to eat the **octopus**. The octopus wants to find food to eat. It changes color on its head, body and legs, so other animals can't see it.



7

This is a **chameleon**. It can change color. It doesn't do this to hide. It does this when it is hot or cold. It sometimes changes color to show another **chameleon** how it is feeling.



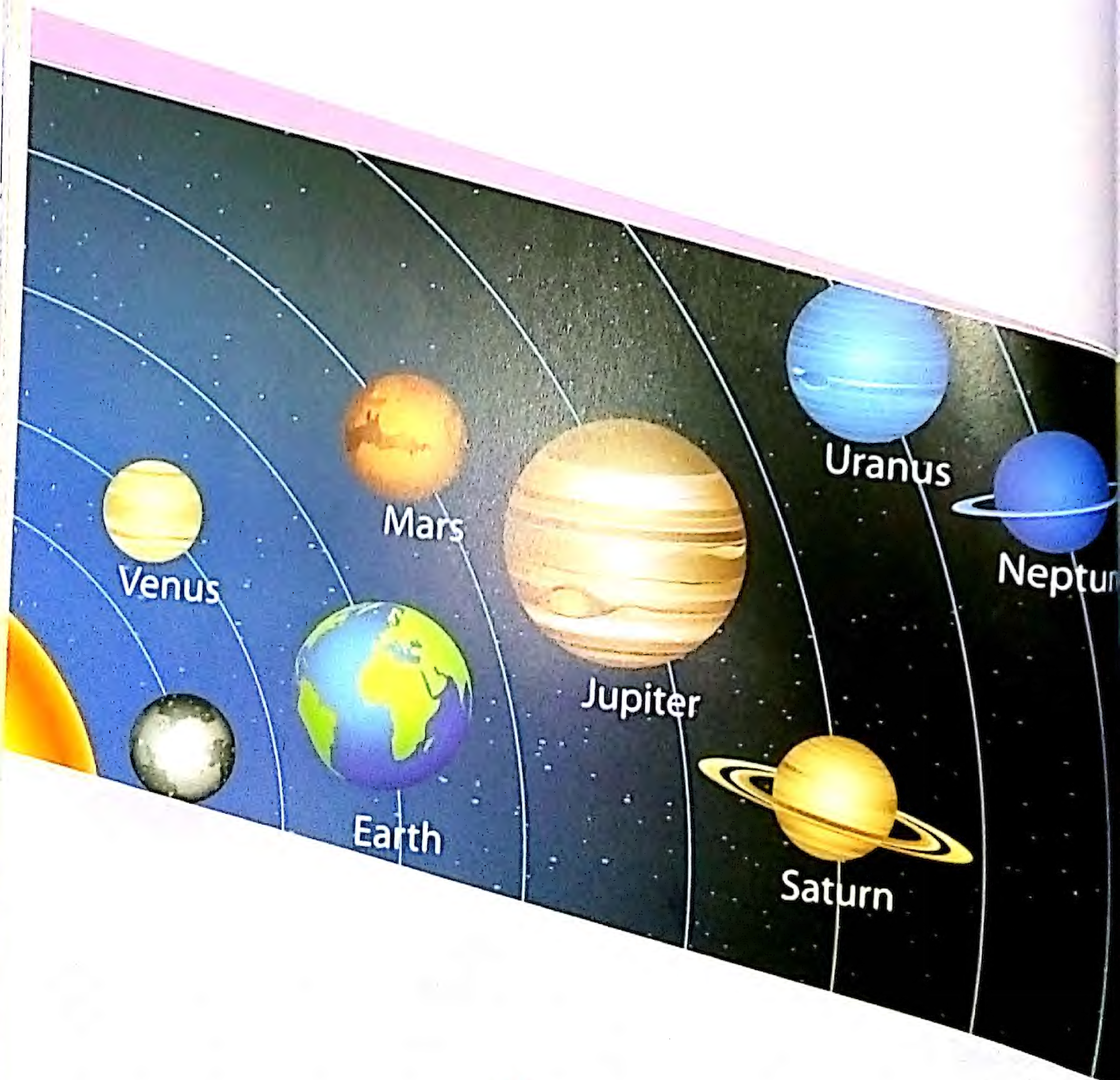
2 Read again and circle

1 The owl has **gray / green** and brown feathers.
2 The gecko hides in the **sea / plants** and trees.
3 Some butterflies **live in / hide** on trees.
4 Some butterflies have **circles / squares** on their wings.
5 The caterpillar looks like **a crocodile / a snake**.
6 The octopus can change **color / shape**.
7 The chameleon changes color when it is **old / hot.**



3 Can you think of any other animals that hide? How do they do it?

Theme 2:



The world around me



Unit 4 Into space

1 Look, listen and read

Uranus
Neptune
Mars
Venus
Jupiter
Earth
Saturn
Mercury





Wow! This is amazing!

The planets are very big.

The Sun is bigger than all the planets.

Look! The Earth is blue and green.

Jupiter is brown and gray.

And Mars is red!

What is the solar system?

Unit 4



2 Look, listen and say



1  Venus

2  Mercury

3  Earth

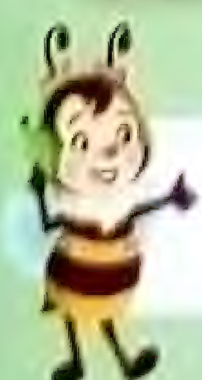
4  Mars

5  Jupiter

6  Saturn

7  Uranus

8  Neptune



3 Listen and say

first second third fourth fifth sixth seventh eighth



4 Look, point and say

It's the fourth planet from the Sun.

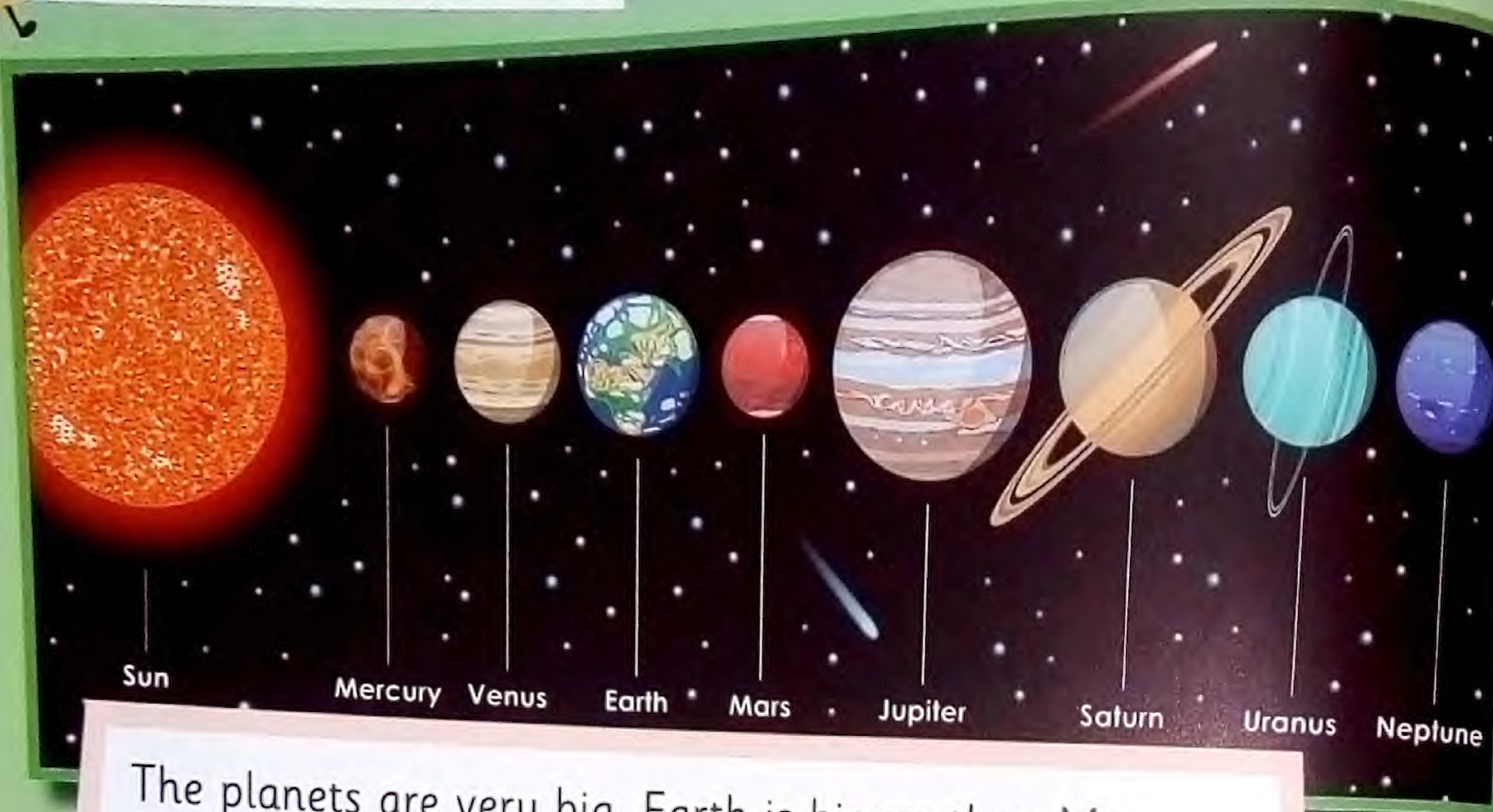
It's Mars.

Language: *the planets, ordinal numbers*

Language use



1 Look, listen and read

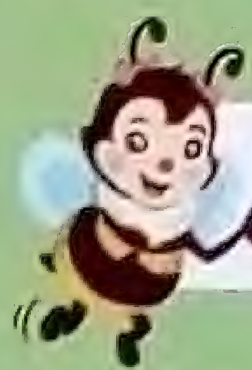


The planets are very big. Earth is bigger than Mars. Earth is smaller than Jupiter.
Mercury is closer to the Sun than Venus.
Neptune is farther from the Sun than Mars



2 Look and read again. Write T *(true)* or F *(false)*

1 Earth is smaller than Mars. ....
2 Earth is smaller than Jupiter. ....
3 Mercury is closer to the Sun than Venus. ....
4 Neptune is closer to the Sun than Mars. ....



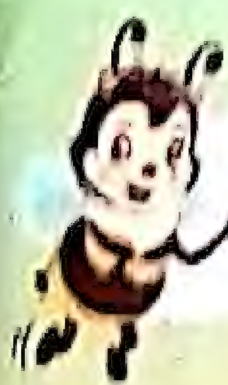
3 Look again and make sentences

big small far close



Jupiter is bigger than ...

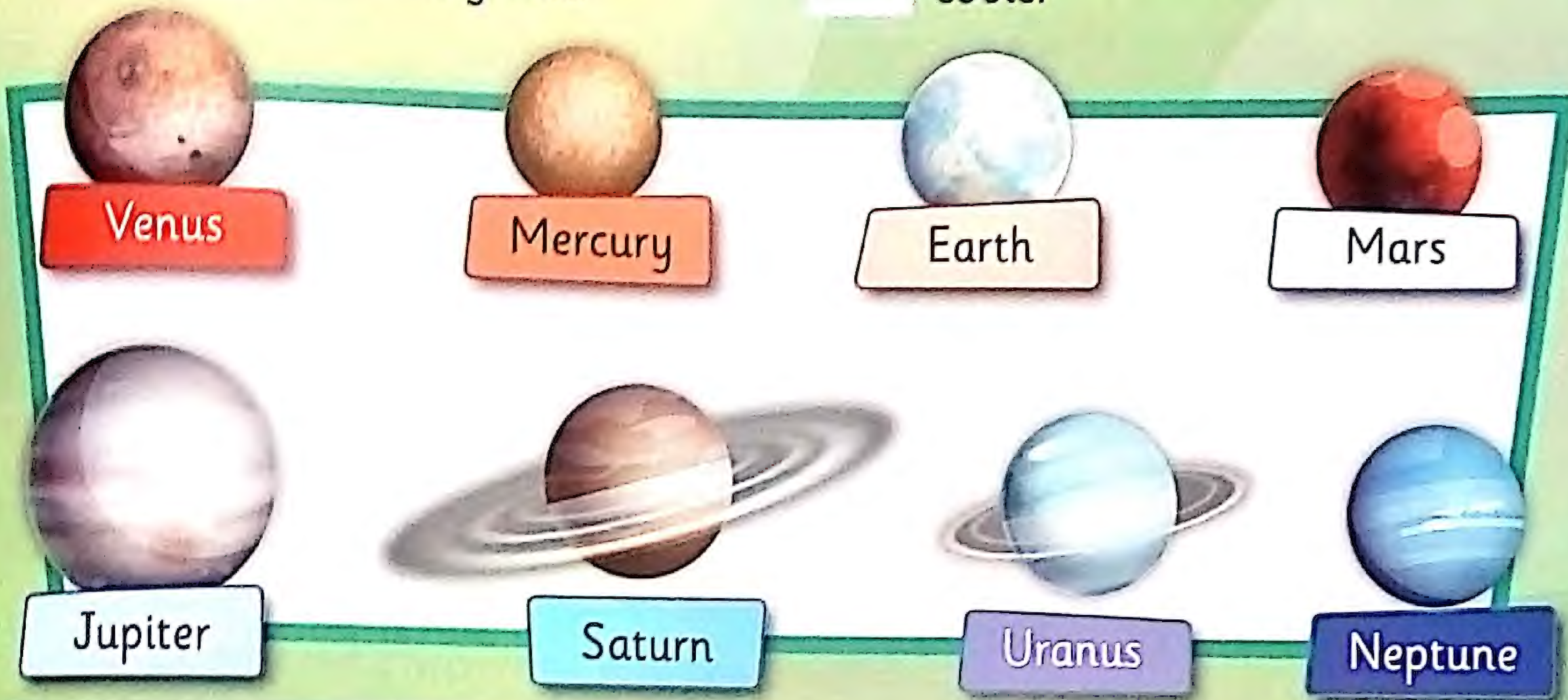
Language: Comparative adjectives: *bigger than, smaller than, farther than, closer than*



1 Make a class survey. Ask and answer

cold
colder
really cold
extremely cold

extremely hot
hot
average temperature
cooler



Venus is the hottest planet. It is 465°C! Mercury is closer to the Sun than Venus, but Venus is hotter. Neptune is the farthest planet from the Sun. It is also the coldest.



2 Do the planet quiz

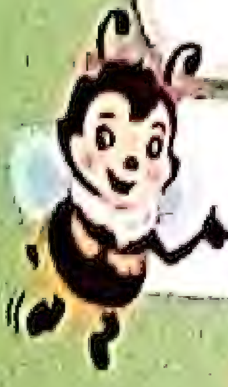
1 It's the fourth planet from the Sun. It's colder than Earth. It's smaller than Jupiter. What is it? ....

2 It's the biggest planet in the solar system. What is it? ....

3 It's the second planet from the Sun. It's the hottest planet. What is it? ....

4 It's hotter than Uranus. It's colder than Jupiter. What is it? ....

5 It's the smallest planet in the solar system. What is it? ....

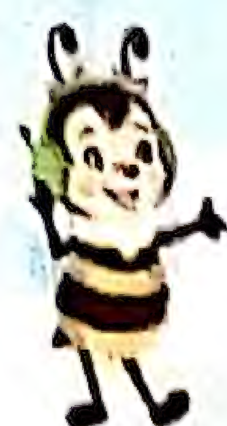


3 Think of more quiz questions. Ask and answer

Language: Superlative adjectives: *the biggest, the smallest, the hottest, the coldest*

Learn Phonics with Busy Bee!





1 Listen, point and say



big

Jupiter is big.



bigger

The Sun is bigger.

hot

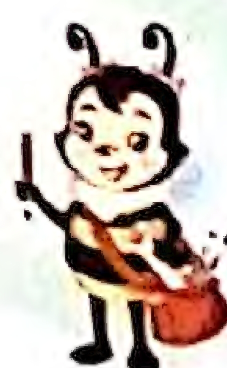


Venus is hot.

hotter



The Sun is hotter.



2 Underline the double consonants. Say





Jack is fit, but John is fitter.





My cat is thin, but your cat is thinner.



3 Write and say





The red bag is ....
than the blue bag.





Egypt is .... than Kuwait.



1 Listen, read and trace



















2 Read and complete the crossword

Down

1 You see one of these in the sky at night.

3 You see lots of these in the sky at night.

4 There are eight of these.

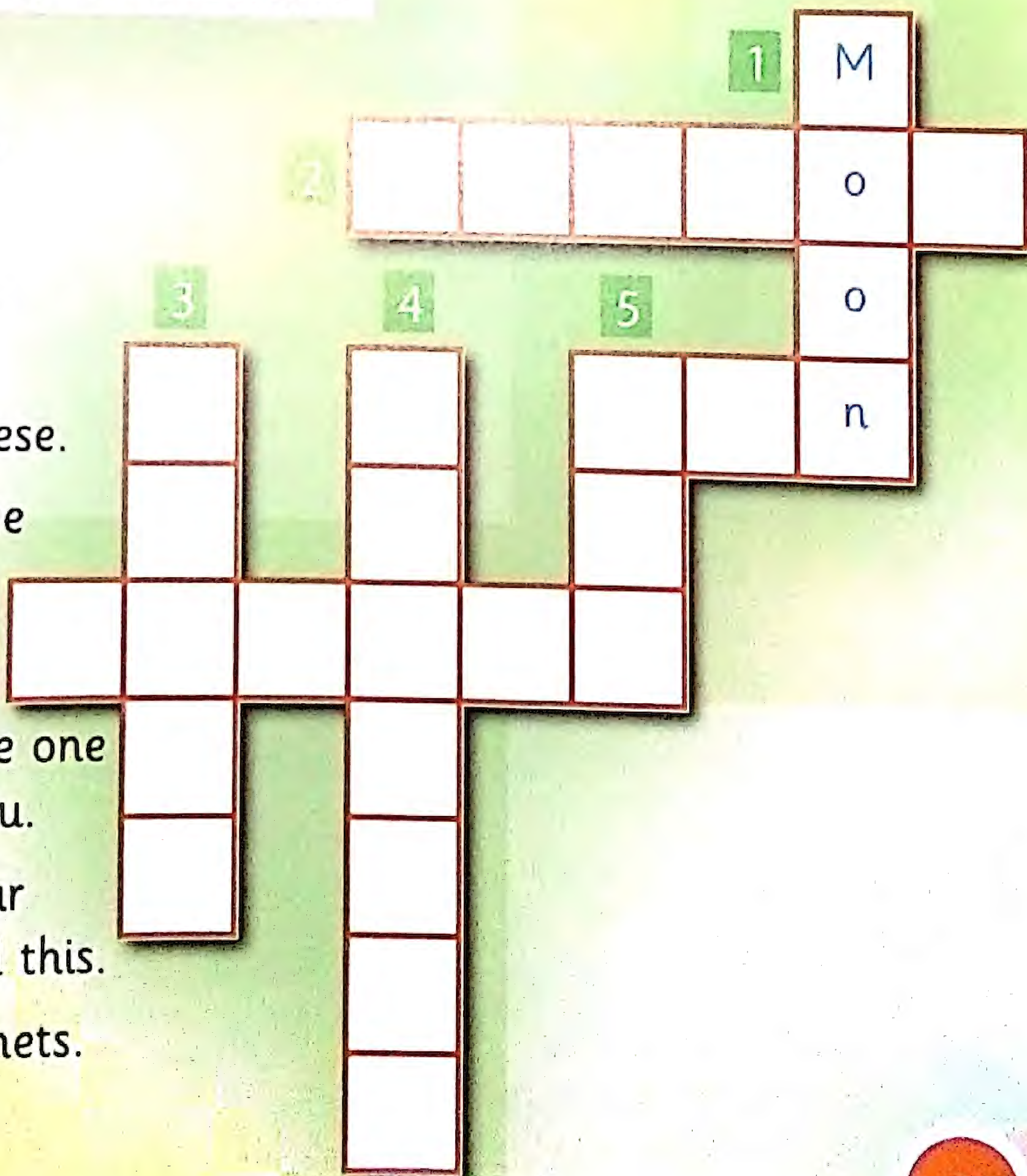
5 You look at this to see the Sun and clouds.

Across

2 This is dark. You have one and it moves with you.

5 Everything in the solar system moves around this.

6 Lots of stars and planets.



What's the weather like?



1 Read and number





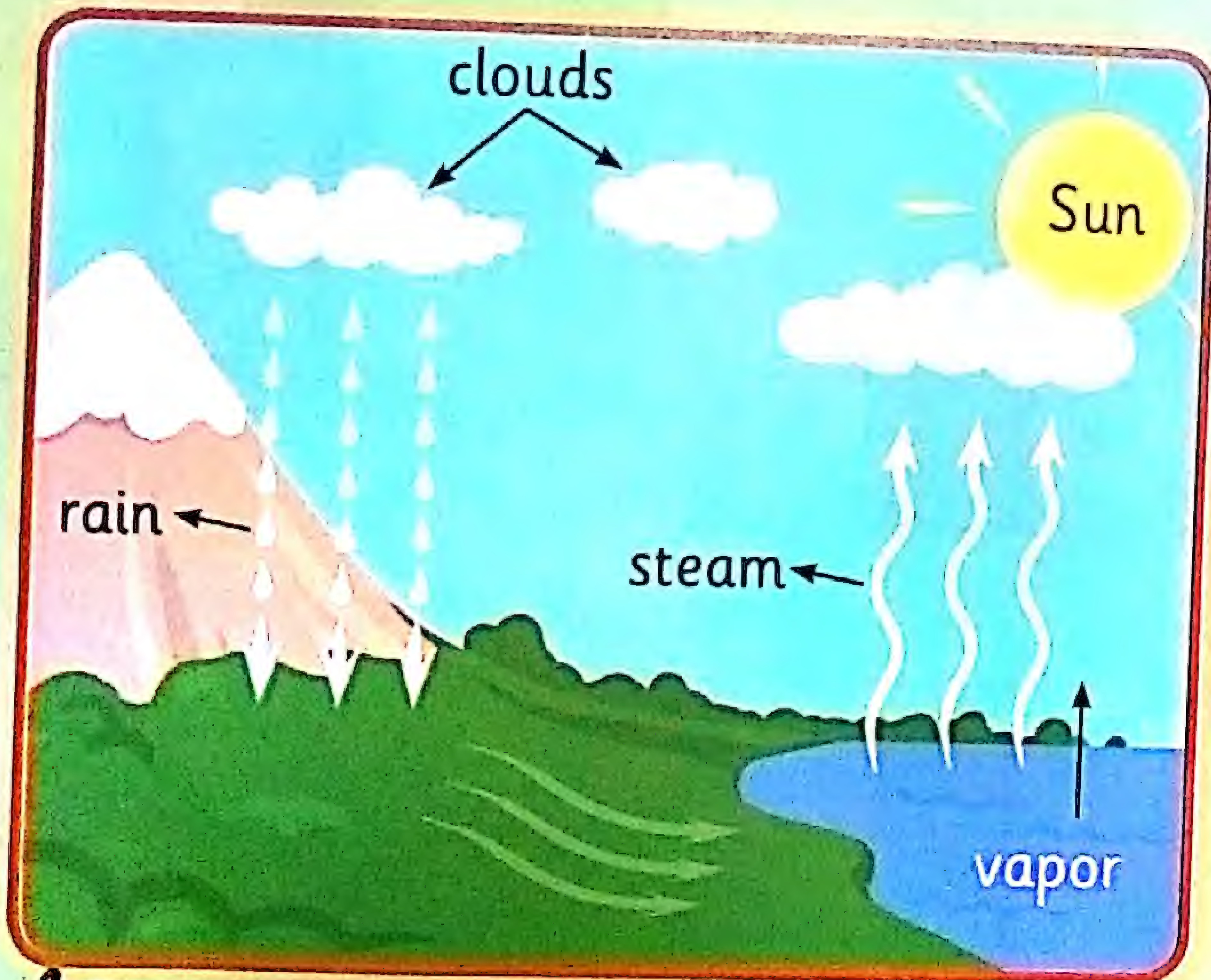





1 It's hot.
2 It's sunny.
3 It's cold.
4 It's rainy.
5 It's snowy.
6 It's foggy.
7 It's cloudy.
8 It's windy.



2 Listen and read



1 The Sun makes water hot. Hot water turns to **vapor.**
2 **Steam** rises to make clouds.
3 Wind makes the clouds move.
4 The clouds get colder. Water falls from the sky as rain or snow.



3 Point and say

CLIL: Math and Science

Shapes

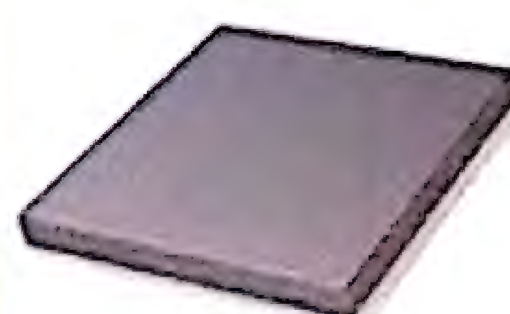
1 Listen, read and point

What shapes can you see around you?







2 Look again. Point and say the shapes

3 Listen and read


Solid objects have a shape.


Clouds and vapor are gas. They don't have a shape.



1 Look and read

Shadow



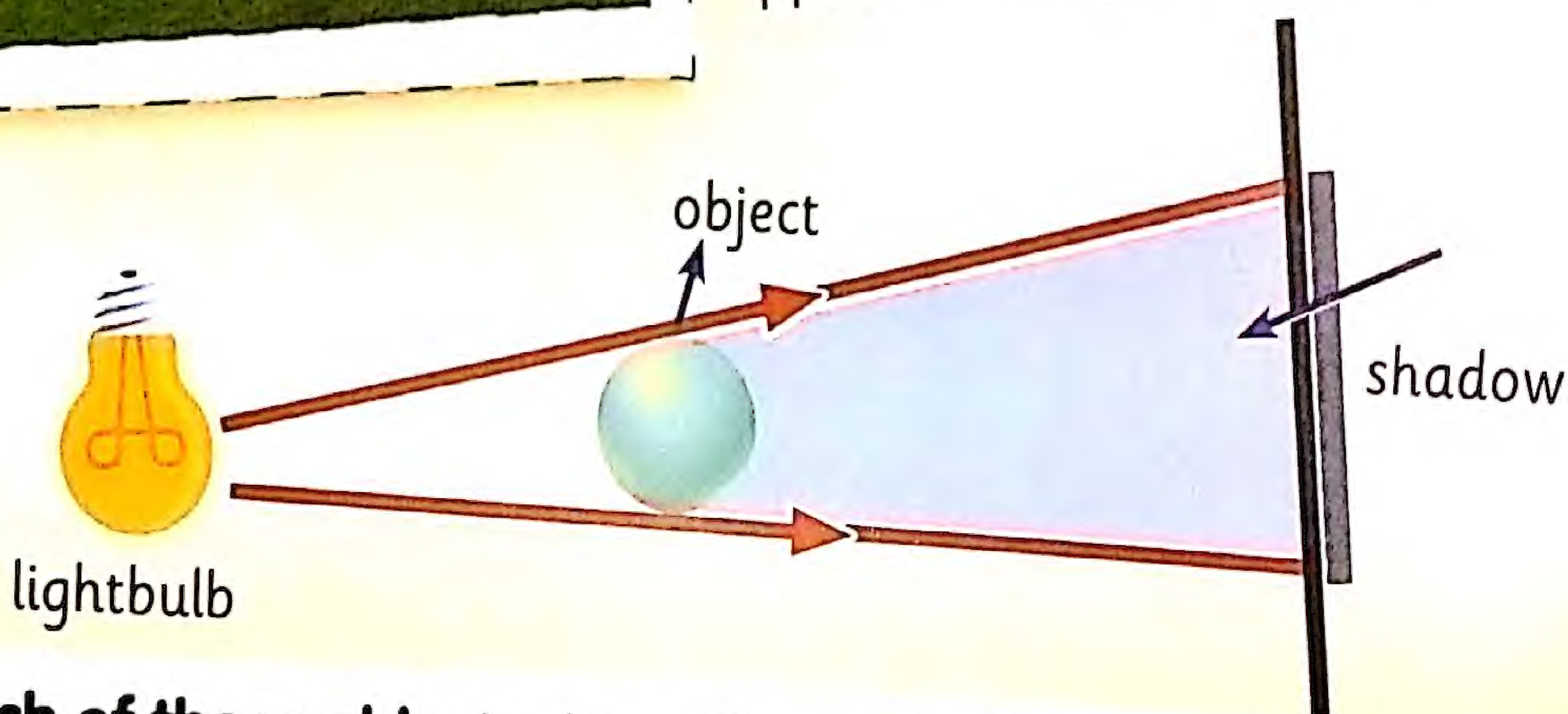
What makes a shadow?

Light travels in straight lines.

Light can come from the Sun. It can come from a **flashlight,** or a **lightbulb**.

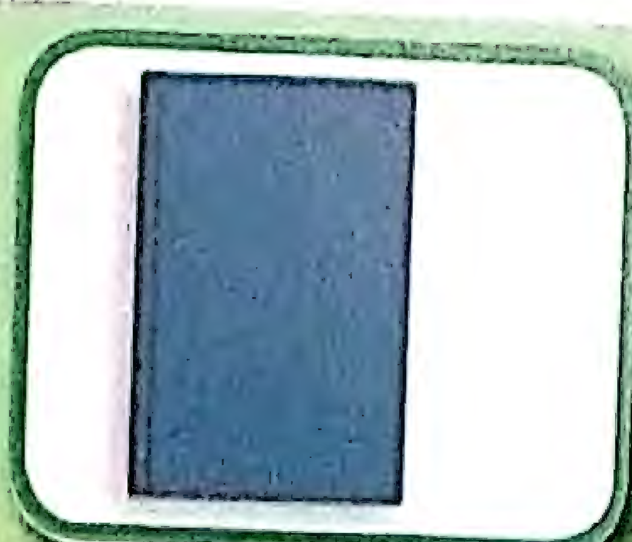
Light can't go through solid objects.

When light reaches a **solid** object, we see a shadow on the opposite side of the **object**.





2 Which of these objects doesn't make a shadow? Circle and guess why




3 Read and tick two correct sentences

1 Light travels in straight lines. ( )

2 Light can go through solid objects. ( )

3 Light can come from different things. ( )

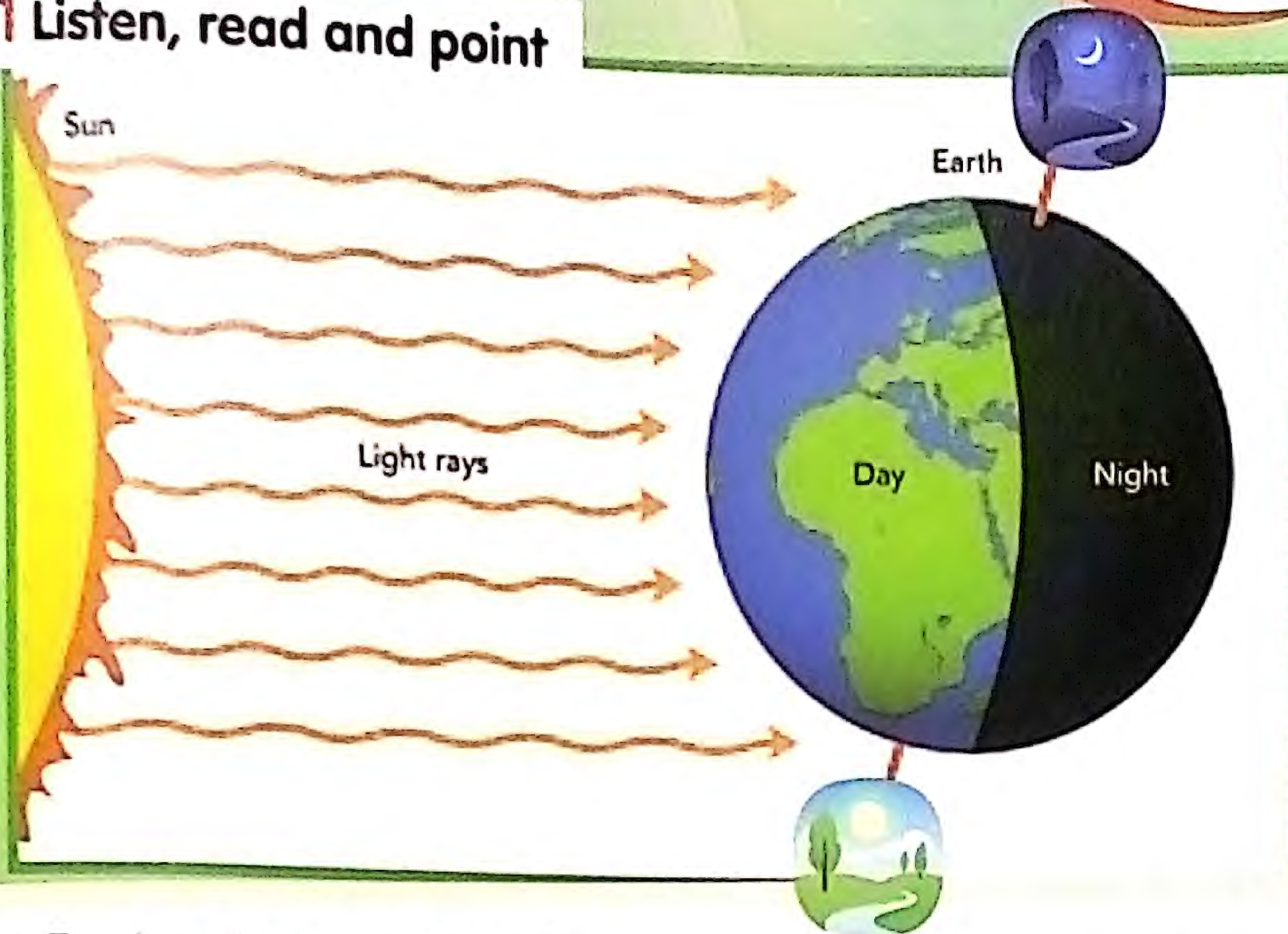
4 We see a shadow next to the object. ( )

CLIL: Math and Science

Why do we have day and night?



1 Listen, read and point



The Earth **orbits** the Sun. This means it travels around the Sun in a circle. It takes 365 days to **orbit** the Sun. This is a year. The Earth also **spins** on its **axis.** This takes 24 hours. This is one day and one night. When it is daytime, we can see the light from the Sun. When it is night time, we can't see the light from the Sun. When it is day time in Egypt, it is night time in New Zealand.



2 Read and circle the correct answer

1 It takes **24 / 365** days for the Earth to travel around the Sun.

2 The Earth **sits / spins** on its axis.

3 24 hours is **one day / two days** and **one night / two nights**.

4 When it is day time, we **can / can't** see the light from the Sun.



3 Read, think and answer

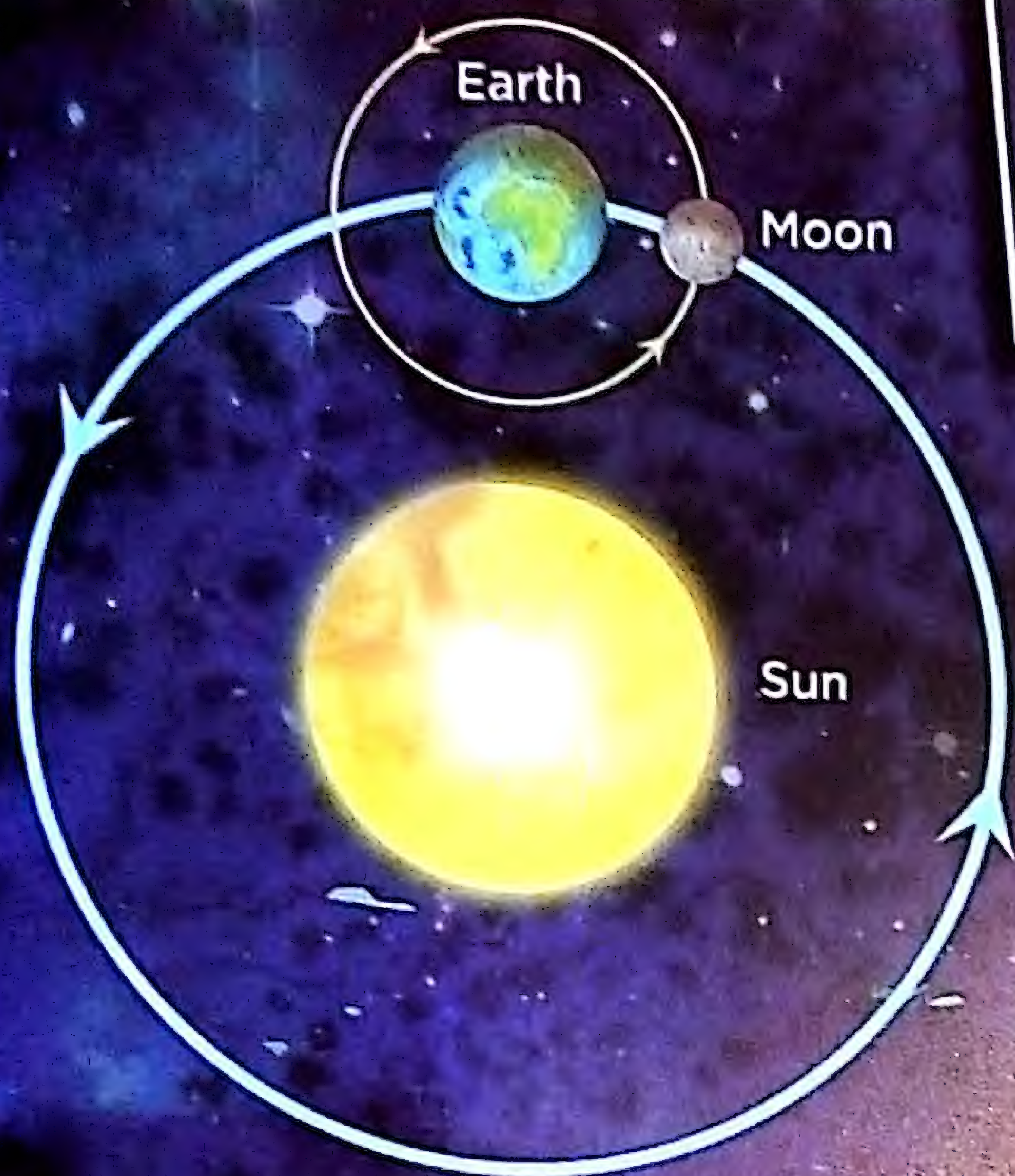
Why is it colder at night? ....

How long is one day? How long is one night? ....

The Moon



1 Listen and read





At night time, we can see the Moon in the sky.
The Moon doesn't make light.
It **reflects** light from the Sun.
The Moon **orbits** the Earth.
It takes about 27 days to orbit Earth.
The Moon **looks** different as it **orbits** the Earth. Sometimes we can see all of it. Sometimes we can only see a small **part** of it.



2 Read again and complete the sentences

1 We can see the Moon in the .... at night.

2 The Moon .... the Earth.

3 It takes 27 .... for the Moon to orbit the Earth.

4 The Moon .... light from the Sun.

Values

Unit 4



1 Listen and read

How can you find out about the world around you?

1



You can read books.

2



You can read magazines.

3



You can ask questions.

4



You can find out **information online**.

There is so much to discover about our world.

Read, ask, find out and learn!



2 Look and check (✓) or cross (✗)



☐



☐



3 Read, think and answer

1 How do you find out about the world? ....

2 What are you curious about? ....

Project: Make a shadow puppet

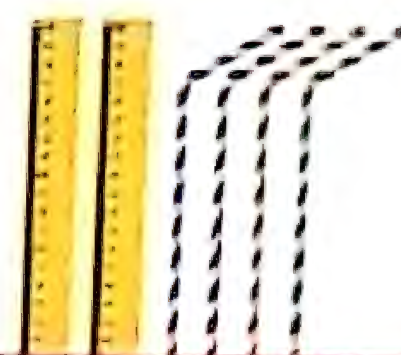
You will need:


scissors



glue


colored paper


rulers or straws


flashlight



1 Think, draw and cut out



1 Choose a shape, a person or an animal.



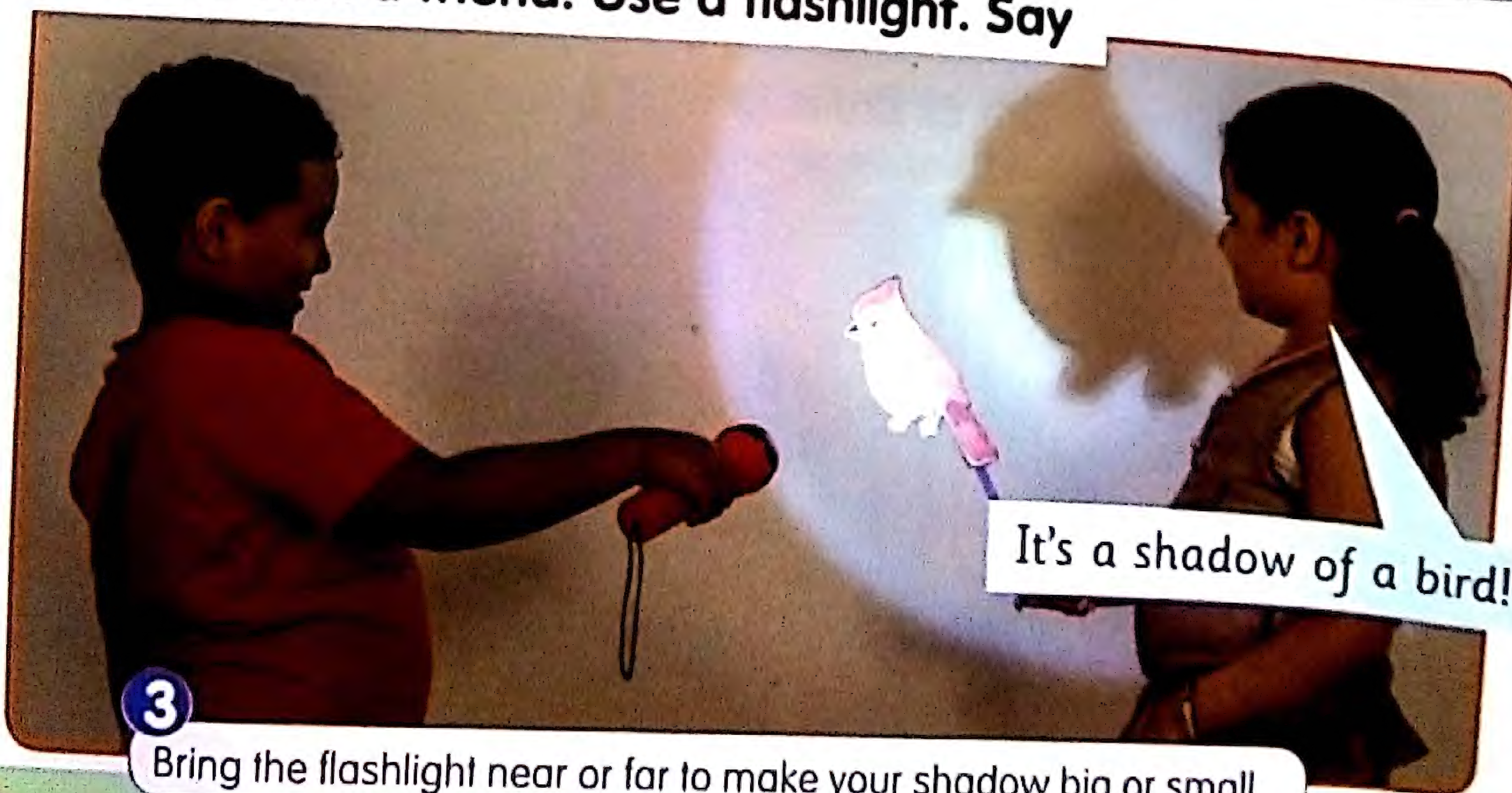
2 Stick



2 Flash a light on your picture to make a shadow. Glue your picture on a stick, straw or ruler. Flash a light on your picture to make a shadow.



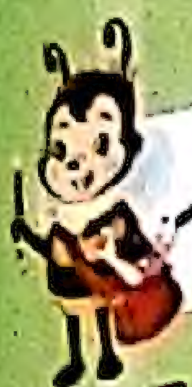
3 Work with a friend. Use a flashlight. Say



3 Bring the flashlight near or far to make your shadow big or small.

Review

Unit 4



1 Read, order and write

1 Earth / bigger / Jupiter / than / is

....

2 hottest / Venus / the / is / planet

....

3 than / colder / Uranus / Earth / is

....

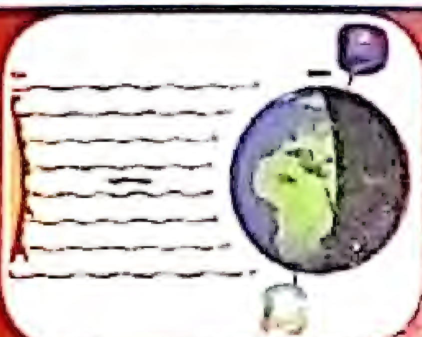
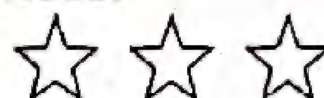
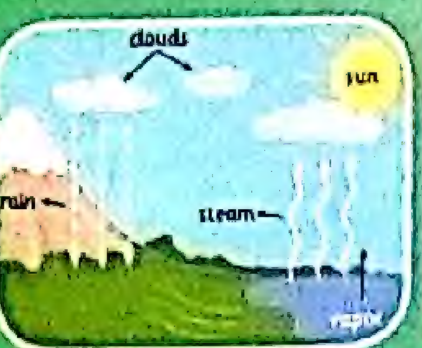
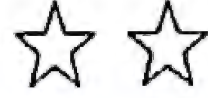
4 smallest / Mercury / the / is / planet

....

Self Assessment



Read and color the stars that describe your effort

Speaking 	- I can recognize planets in the solar system. - I can identify weather adjectives: *hot, rainy, cloudy, etc.* 	- I can determine the position of the planets in the solar system. - I can complete with weather adjectives. 	- I can use *first, second, etc,* to talk about the position of planets in the solar system. - I can use weather adjectives to talk about the weather today. 
Reading 	- I can read on how shadows in day and night are formed. 	- I can determine how shadows in day and night are formed. 	- I can explain how shadows in day and night are formed in simple sentences. 
Phonics  gg nn tt	- I can recognize double consonants: *gg, nn, tt* in words. 	- I can use double consonants: *gg, nn, tt* in words. 	- I can find other words with double consonants: *gg, nn, tt.* 
Language use 	- I can determine the position of planets to the Sun: *close, far, big, small.* 	- I can compare between planets in the solar system using *-er than/the -est.* 	- I can talk about the solar system using *-er than/the -est.* 
Life skills & values 	- I can determine some geometric shapes: *square, rectangle, triangle* and *circle.* - I can read about ways to find out about the world. 	- I can determine objects that have/don't have shapes. - I can determine some ways to find out about the world. 	- I can use geometric shapes to talk about objects that have/don't have shapes. - I can talk about other ways of finding out about the world. 
Writing 	- I can trace words of the solar system. 	- I can write words of the solar system. 	- I can write simple, complete sentences using words of the solar system. 
Project 	- I can work alone to make a shadow puppet. 	- I can work in a group to make a shadow puppet. 	- I can show and talk about my shadow puppet to classmates. 

Unit 5 A boat trip



1 Look, listen and read



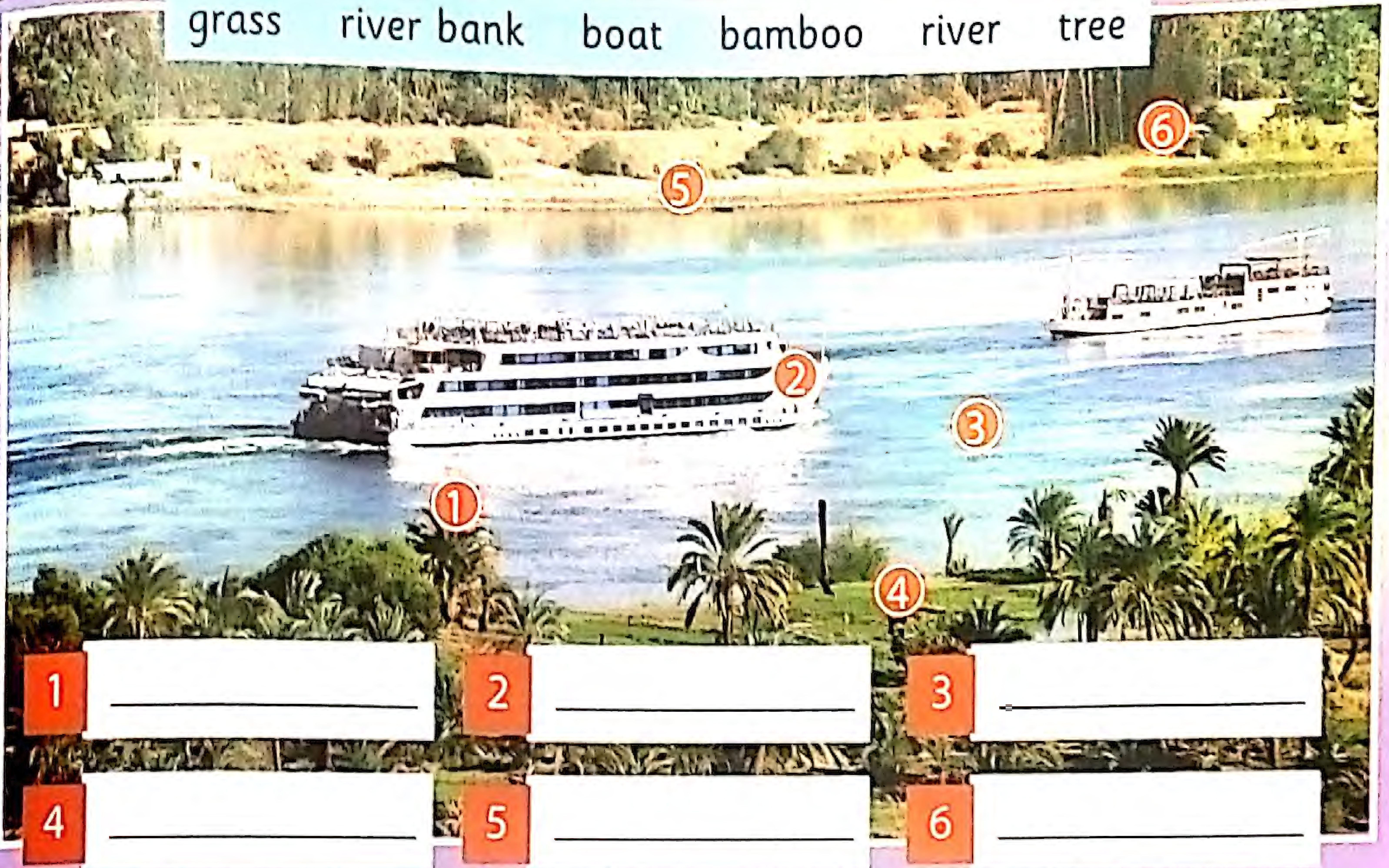






2 Look, listen and write

grass   river bank   boat   bamboo   river   tree



1 ____________ 2 ____________ 3 ____________

4 ____________ 5 ____________ 6 ____________



3 Point and say




What is number 3?

It's ...



4 Listen and read

After school, I go to the river. I see grass and plants. I also see some animals. I want to see a crocodile, but I usually see ducks.





5 Ask and answer

animals   fish   birds   trees   plants

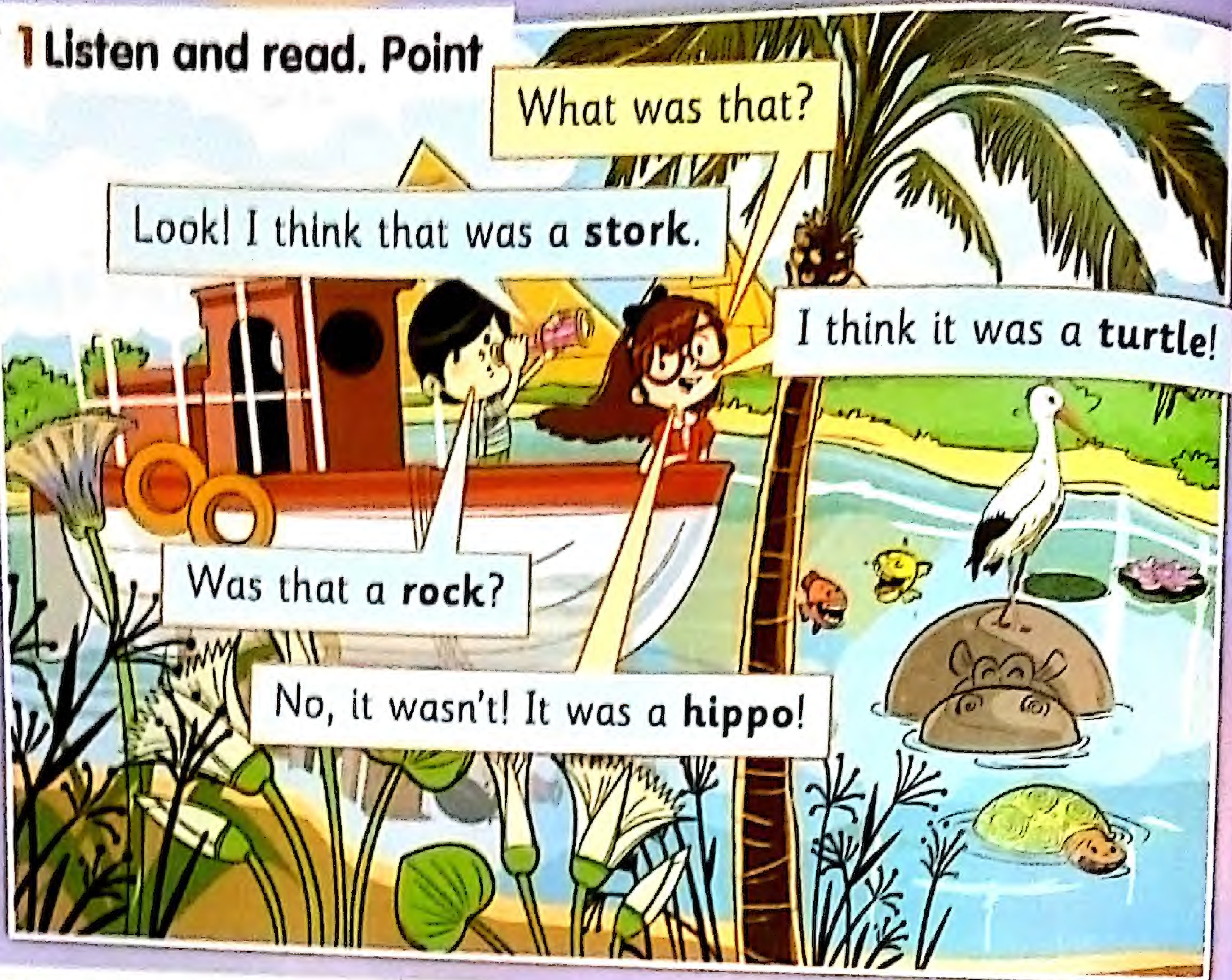
What do you see by the river?

Language: What do you see by the river?
I see ....

Language use



1 Listen and read. Point





2 Look, ask and answer







3 Complete the conversation

1 ...Was... that a camel?
Yes, it ....

2 .... that a crocodile?
No, it .... It .... a tree on the river bank

Language: Was it ....? Yes, it was. /No, it wasn't.



1 Look, listen and read



We were on a boat trip yesterday! It was great fun. It was a sunny day. There were lots of birds next to the river.



There were **storks**, **parrots** and **flamingos**. There weren't any **owls**. We usually see owls at night time. There were **turtles** and fish in the river too. There was a big turtle. It was brown and green. There were lots of big fish and small fish in the water. There weren't any **crocodiles**.



2 Read again and check (✓) or cross (X)

storks		flamingos		turtles		crocodiles	
parrots		owls		fish			



3 Look and write

1 

there / be /

There was a turtle.

2 

there / be /

____________________.

3 

there / be /

____________________.

4 

there / not be / any

____________________.

5 

there / not be /

____________________.

Learn Phonics with Busy Bee!





1 Listen, point and say



ph

dolphin



wh

whale



2 Underline ph and wh. Say the words



phone



wheel



3 Write and say

dolphin	whale
phone	wheel



1 The ______________ is looking at the ______________.



2 The ______________ is looking at the ______________.



1 Look and read

1



It's a big whale.

2



It's a very big whale!



2 Read, order and write, then number the pictures

1 dangerous / Some / are / snakes / very

Some snakes are very dangerous.

2 Some / very / birds / small / are

___

3 trees / very / are / Some / tall

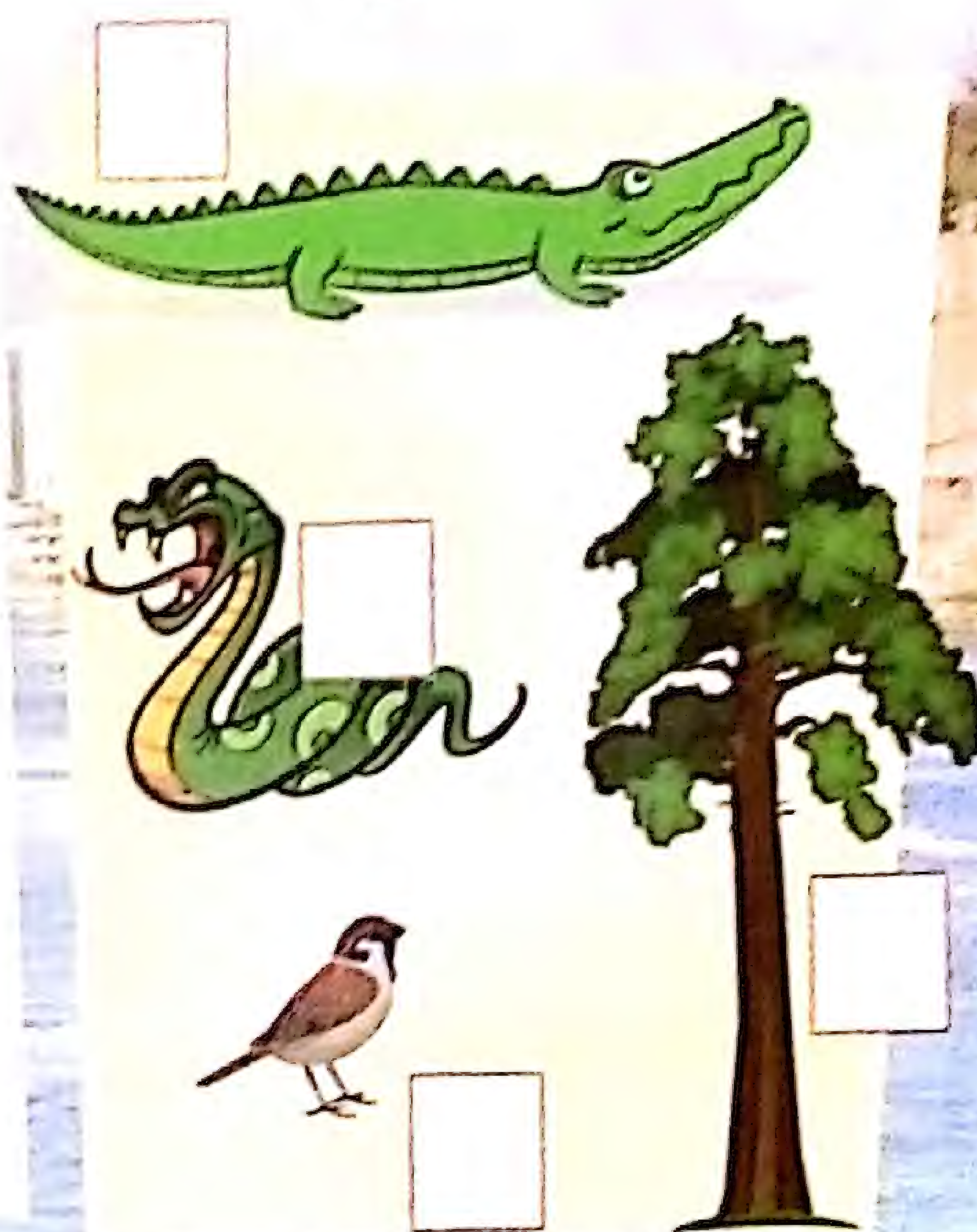
___

4 long / crocodiles / are / Some / very

___



3 Match





4 Read and answer with a friend

Think of someone who is ...

very funny
very tall
very young
very kind
very old





My mom is very kind.

Language: It's / He's / She's very (big).
Some (birds) are (small).

Animal habitats



1 Listen and read. Number the pictures

There are lots of **habitats** in the world. They are different, but they are homes for many kinds of animals and birds.

1 The seas and oceans cover 71% of the Earth. They have salt water. They are homes for very big animals. There are whales, sharks and dolphins. There are lots of very small fish too.



2 In the **rainforest**, there are lots of trees and other plants. It is often rainy and hot. Plants can grow very tall. Monkeys live in the trees. There are lots of birds and insects.



3 In the desert, it is hot. There isn't a lot of rain. Some animals live there. Camels don't need to drink water every day. There are birds and snakes. Some snakes are the same color as the sand.



4 **Tundra** is a cold, dry **habitat**. There is snow and ice. **Penguins** and **polar bears** live in the **Antarctic tundra.**



5 There are rivers in a lot of countries in the world. They have fresh water. Lots of animals live in rivers. There are lots of birds, fish and other animals. This bird is a kingfisher.



Vocabulary

Unit 5

1 Look, find and write

1 penguin

2 ....

3 ....

4 ....

5 ....

6 ....

c	s	n	a	k	e	f	y
d	p	o	k	a	l	m	n
f	h	i	j	w	f	o	j
d	o	l	p	h	i	n	s
s	n	k	u	a	l	k	h
d	p	k	h	l	h	e	a
g	e	k	t	e	t	y	r
p	e	n	g	u	i	n	k

2 Read and write the animals. Can you find more animals for each habitat?

camel penguin kingfisher shark

oceans ______

rivers ______

desert ______

tundra ______

3 Match the weather to three of the habitats in Exercise 2

hot and rainy hot and dry cold and dry

Let's learn words



1 Look, read and complete


mountain


valley


cliff


sand dune


lake


cave


island


oasis



2 Look, read and complete

When we went on holiday, we saw a .... It was very big! There was a .... next to it.

There was a tall .... next to the sea. There was an .... in the sea. It was very pretty.

In the desert, there was a .... There was a lot of sand! There was an .... with water and trees.

There was a .... There were lots of birds and fish.

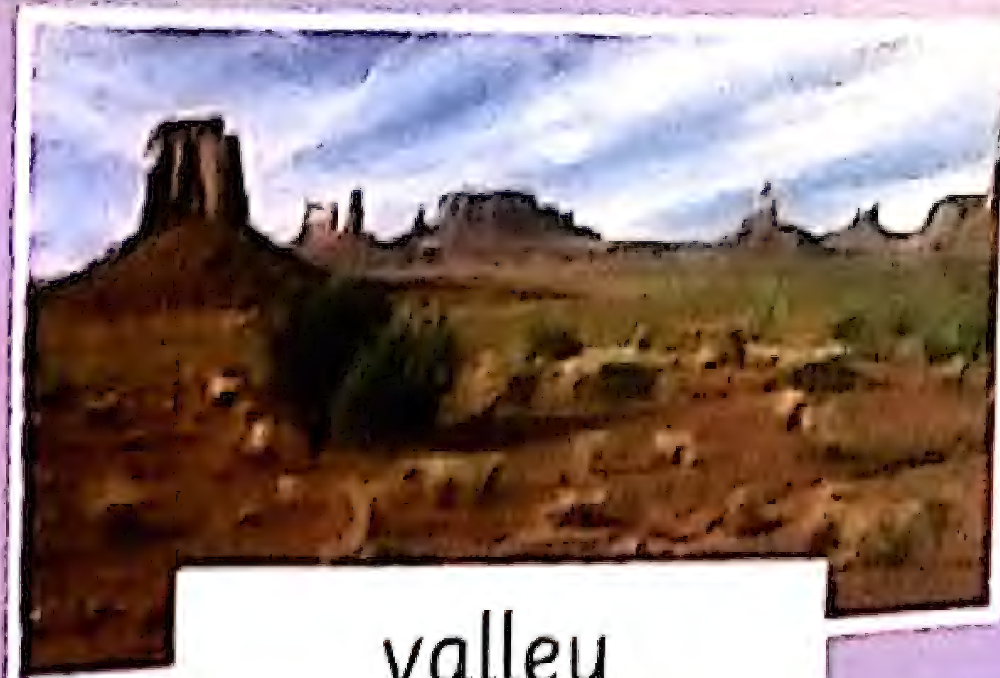
There was a .... under the mountain. It was very dark!

Let's learn words



1 Look, read and complete



















2 Look, read and complete

When we went on holiday, we saw a .... It was very big! There was a .... next to it.

There was a tall .... next to the sea. There was an .... in the sea. It was very pretty.

In the desert, there was a .... There was a lot of sand! There was an .... with water and trees.

There was a .... There were lots of birds and fish. There was a .... under the mountain. It was very dark!



1 Listen and read

Looking after our world

When **plastic** gets into the ocean, fish and birds eat it.



The seas and oceans are homes for lots of animals. But people can make the seas **dirty** and **dangerous**.



Plastic trash makes beaches dirty.



Plastic trash can make an **island** in a dirty part of an ocean.



Birds and fish can be sick because of pollution in the water.



2 Look and match

Good for the Environment | Bad for the Environment











3 Read, think and answer



What can you do at home to help the environment?

Values

Caring for animals



1 Listen, look and read

Pets



1 Pets need lots of exercise. You can keep fit too.



2 Make sure your pet has the right food and lots of water.



3 Look after your pet if it is sick. You can take it to a vet.

Wild animals



1 Don't drop trash. It can make animals sick.



2 Learn about animals. What do they need? Where do they live?



3 Don't disturb wild animals.



2 Read, think and match

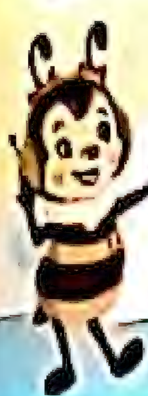
1 Pets need lots of	**a** disturb wild animals
2 Give your pet the right	**b** to the vets.
3 Sick pets can go	**c** animals sick.
4 Trash can make	**d** learn about animals.
5 It's a good idea to	**e** exercise.
6 It's a bad idea to	**f** food.



3 Read, think and answer

Can you think of other ways to look after animals?
Why is it important to look after animals?

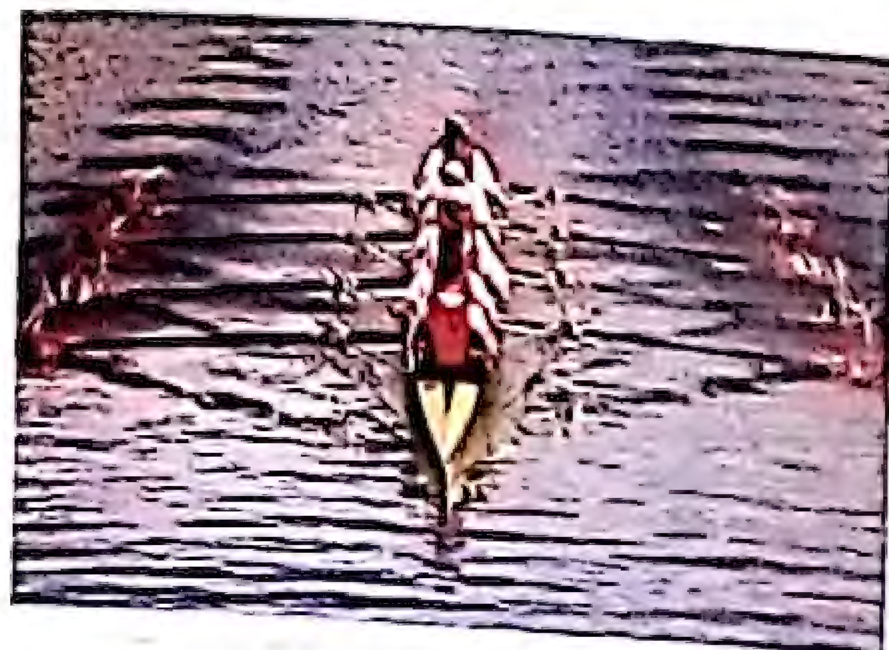
Boats

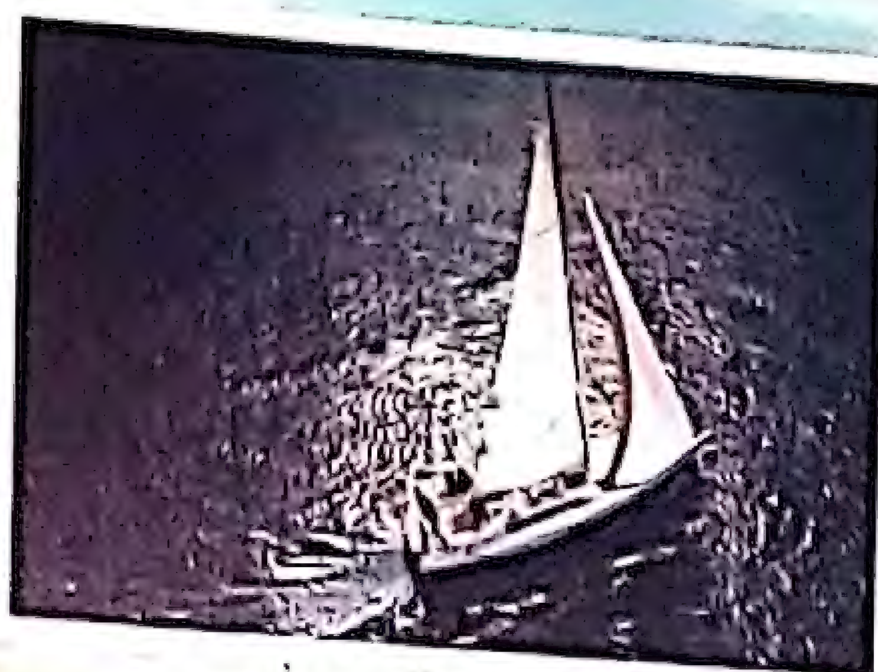


1 Listen, look and read

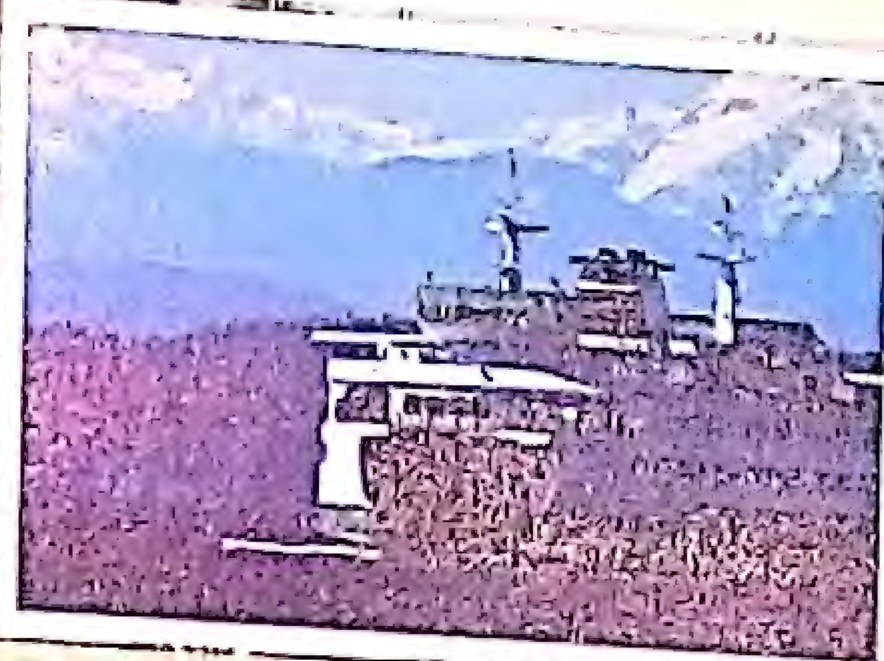
Boats

People use different kinds of boats to travel on rivers, seas and lakes.


rowing boat


sailing boat


yacht


ferry


cruise ship


canoe

You need to **row** a **rowing boat**. It's hard work!
A **sailing boat** can go fast on a windy day. **Yachts** are sometimes very big.
Ferries are also very big. You can put cars and bikes on ferries and travel to other countries.
People take vacations on cruise ships. Lots of people visit the River Nile.
A **canoe** is a good way to travel on lakes, rivers and the sea. It is quiet. Sometimes you can see wildlife.
It's beautiful!



2 Read again. Are the sentences true or false?

1 You can put cars and bikes on a canoe. ____________

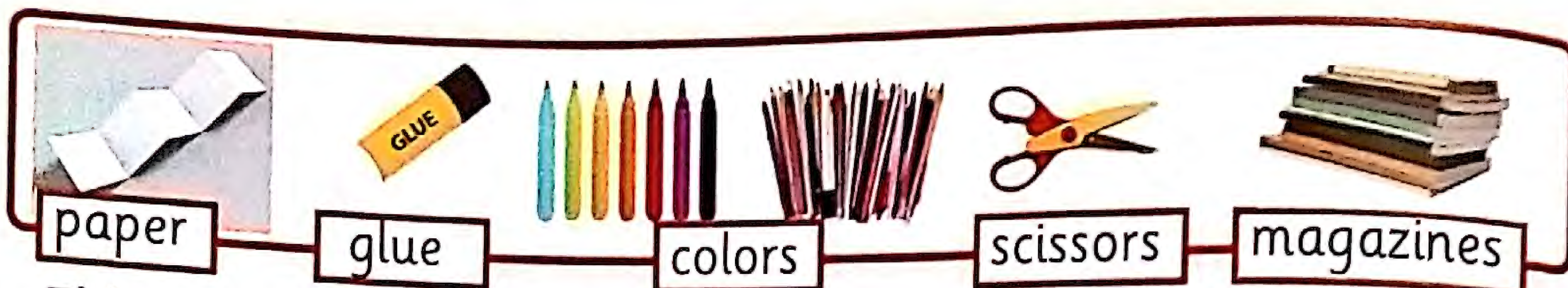
2 A rowing boat can go fast on a windy day. ____________

3 People take vacations on cruise ships. ____________

4 You need to row a yacht. ____________

Project: Leaflet: Rivers

You will need:



Think and plan

1 Choose a river. It can be in Egypt or another country.

2 Choose an animal that lives there. What can you find out about it? Try to answer the questions.
- What does it eat?
- Where does it sleep?
- What does it look like?

3 Choose a plant that grows there. What can you find out about it? Try to answer the questions.
- How big does it grow?
- What does it look like?
- Can people use or eat the plant?

Find out

4 You can find out information on websites or in books.

5 Make some notes.

6 Find, draw or print some pictures.

Make your leaflet

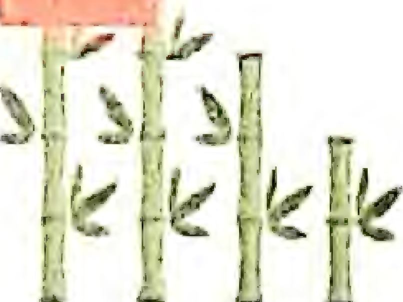


Show and tell





1 Look and write

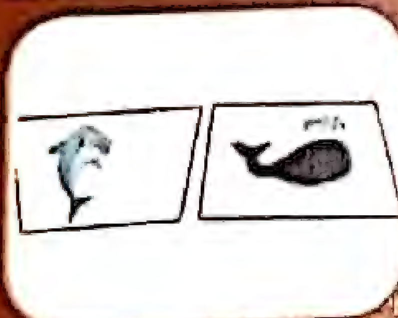
1  2  3  4  5  6 

________ ________ ________ ________ ________ ________

Self Assessment



Read and color the stars that describe your effort

Speaking 	- I can identify words related to the river. 	- I can use words related to the river to talk about life in the country. 	- I can say what I want to see by the river using words related to the river. 
Reading 	- I can read about different animal habitats. 	- I can recognize that animals have different habitats. 	- I can determine the weather and animals of different habitats in the world. 
Phonics 	- I can identify the consonant blends: *ph/wh* in words. 	- I can use the consonant blends: *ph/wh* in words. 	- I can find other words with the consonant blends: *ph/ wh* in words. 
Language use 	- I can read questions and answers using *Was ...? Yes,.../No,...* about things in the river. - I can read a text on a boat trip with *There was/There were*. 	- I can use *Was...? Yes, .../No,...* to complete a conversation in the past on things in the river. - I can use *There was/There were* to describe things in the boat trip. 	- I can ask and answer about events/things in the past using *Was ..? Yes,.../No,...* . - I can make sentences using *There was/were...* . 
Life skills & values 	- I can read on good and bad things for the environment. - I can read a text on how to care for the animals. 	- I can determine if things are good or bad for the environment. - I can determine ways to look after animals. 	- I can determine how I can help the environment. - I can think of other ways to look after animals. 
Writing 	- I can identify *very* in a sentence. 	- I can use *very* to describe someone or something. 	- I can write sentences using *very* to describe someone or something. 
Project 	- I can find information on animals and plants that live in the river. 	- I can work with my group to make a river leaflet. 	- I can show my leaflet to friends and talk about it. 

Unit 6 Monuments



1 Look, listen and read





Look at that! What is it?

It's a **citadel**. It's a kind of **castle**.

Where is it?

It's in Cairo.

There are big **towers**. And there's a **museum** inside.

What's it made of?

It's made of **stone**.



2 Look, listen and say


1 museum


2 fountain


3 bridge


4 castle


5 tower


6 statue



3 Look again. Ask and answer





Number 3. What is that?

It's a bridge.

Where is it?

It's in Cairo.



4 Listen and complete the words

1 m _ s _ _ _

2 b _ _ d _ _

3 t _ w _ _

4 f _ _ _ t _ _ _

5 s _ _ t _ _

6 c _ _ _ l _

Language: What is it? Where is it? What's it made of? It's made of (stone). ...

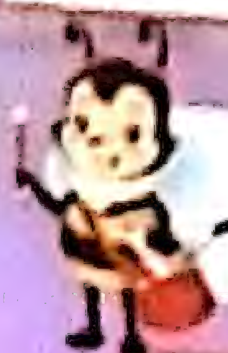
Language use



1 Listen and read







2 Look and write in the past

1



We / travel / by train

We traveled by train.

2



We / stay / in a hotel

____

3



We / visit / the fountain

____

4



We / play / tennis

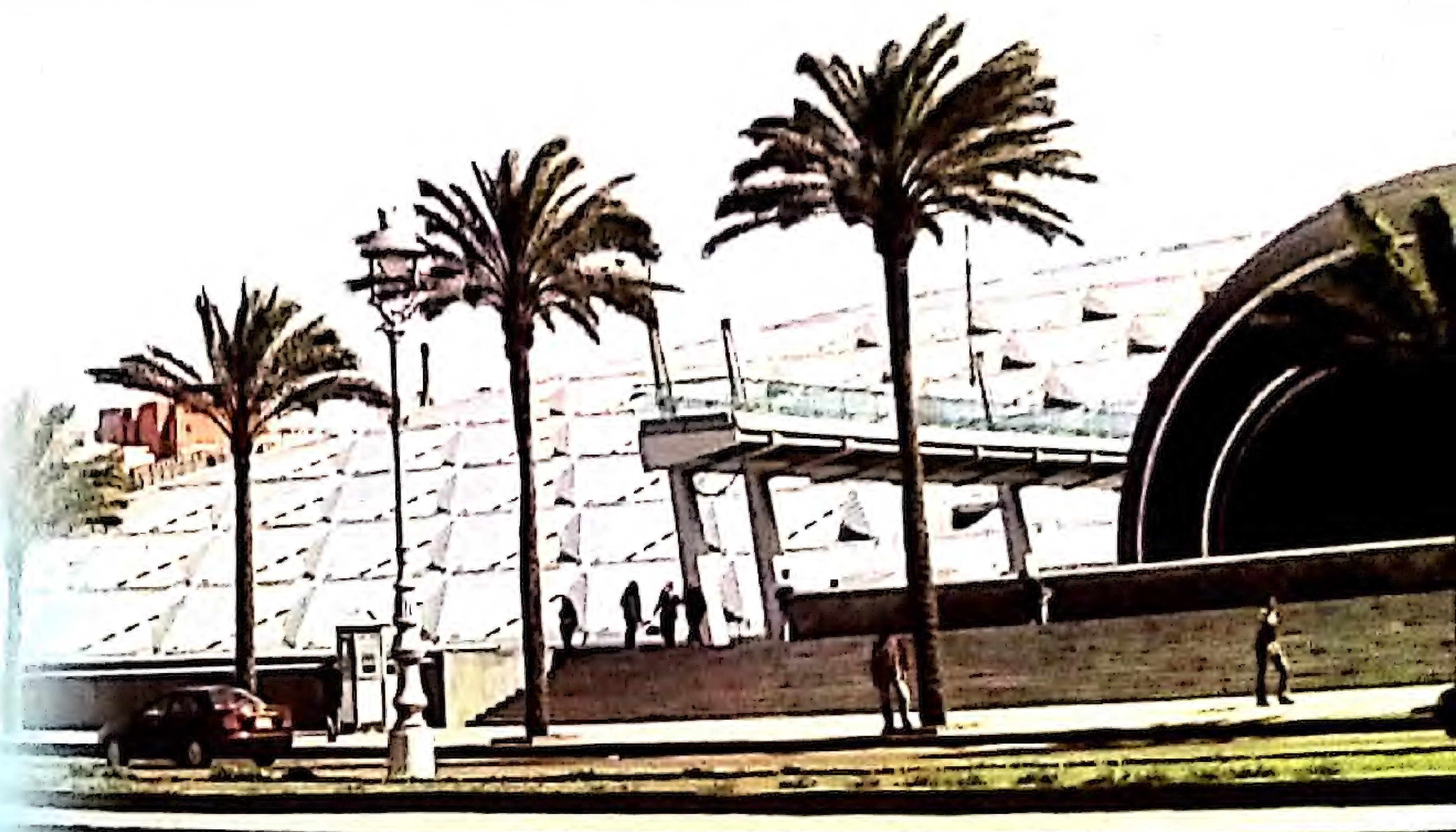
____

Language: Past simple regular verbs: visited, played, stayed, cooked, traveled



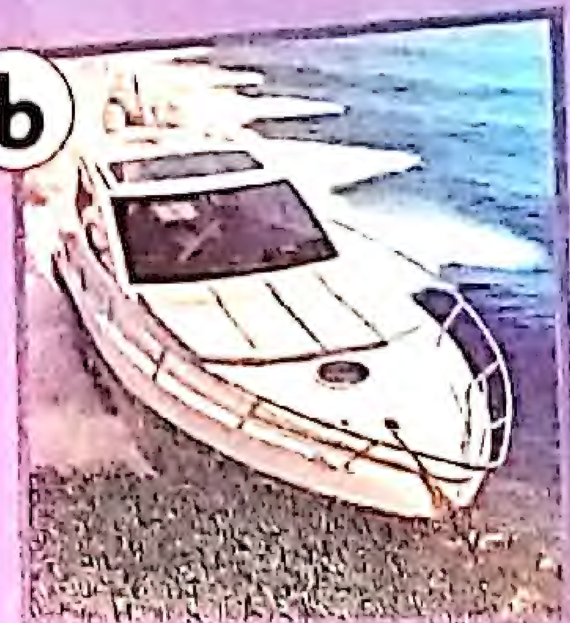
1 Listen and read

Gameela visited Alexandria with her family. They traveled by train. They stayed with her grandparents. They looked at statues and they visited the library. It was very interesting. They visited a park and crossed a bridge onto an island. Gameela played with her brother and sister in the gardens.

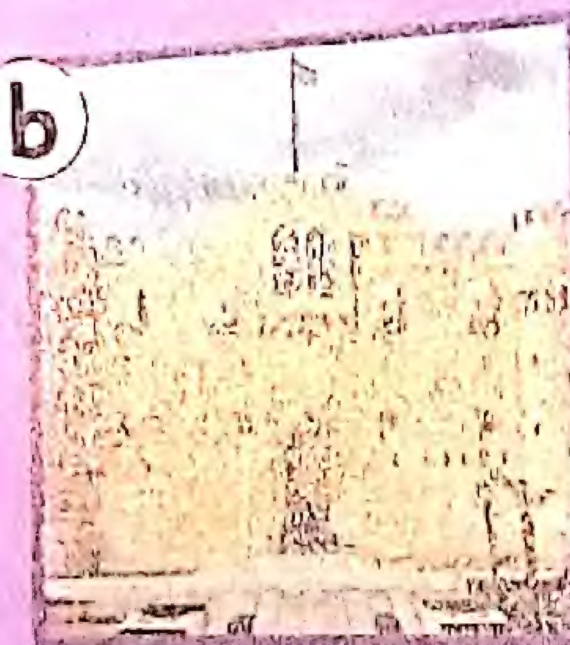




2 Read again. Circle a or b

1 a  b 

2 a  b 

3 a  b 

4 a  b 



3 Match the questions and answers

1 Did Gameela travel by train?
2 Did they visit a library?
3 Did Gameela play with her cousins?
4 Did they stay in a hotel?

a No, they didn't.
b Yes, she did.
c Yes, they did.
d No, she didn't.

Language: Past simple regular verbs in questions
Did (they)……? Yes, (they) did. / No, (they) didn't.

What's it made of?



1 Listen and write

wood plastic glass concrete
metal cloth paper water stone

1

______

2

______

3

______

4

______

5

______

6

______

7

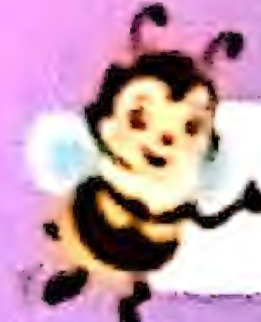
______

8

______

9

______



2 Look and read. Ask and answer











3 Look in your classroom. Point, ask and answer

Learn Phonics with Busy Bee!



ss ff ll

1 Listen, point and say

ss

glass

ff

cliff

ll

yellow

2 Underline ss, ll and ff. Blend and say the words


grass


coffee


cell phone

3 Look, read and complete

grass cell shell grass



1 There's a yellow ________ on the ________.



2 My ________ phone is on the ________.

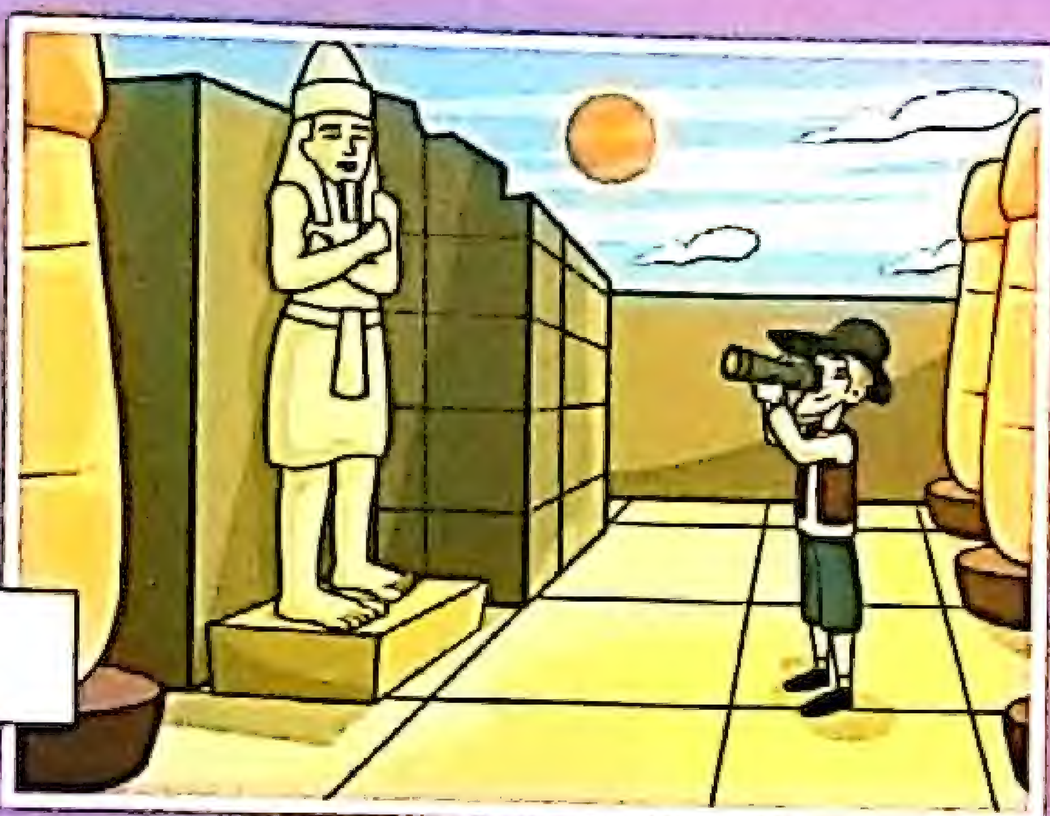
Language use



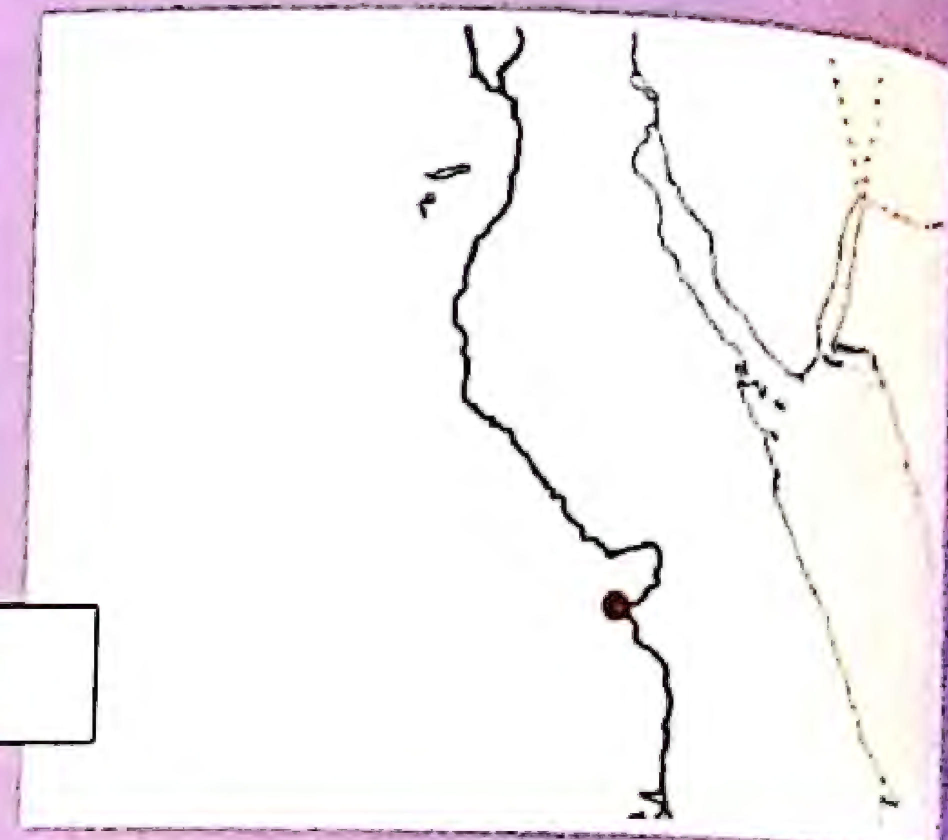
1 Listen and read. Number the photos

1 We went to Luxor yesterday.
2 We saw some big statues.
3 I took lots of photos.
4 We ate in a restaurant.











2 Look and write

went took saw ate

1 take ______
2 see ______
3 go ______
4 eat ______



3 Look, read and order



1 ate / an apple / I

....



2 a tower / We / saw

....



3 to Abu Simbel / They / went

....



4 took / He / some photos

....

Language: Past simple irregular verbs: went, saw, took, ate



Reading

Unit 6

1 Listen and read







2 Read and check (✓) or cross (✗)

1 They stayed in a hotel. ( )
2 They went to a museum. ( )
3 They saw a tower. ( )
4 They went on a boat trip. ( )
5 He didn't take any photos. ( )



3 Order and write the questions

1 you / Where / go / did

_______________________ ?

2 do / you / What / did

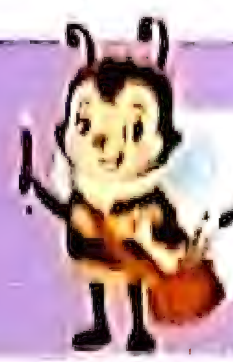
_______________________ ?

3 travel / did / you / How

_______________________ ?

4 When / you / go / did

_______________________ ?



4 Match

a We traveled by plane.

b We went to Karnak.

c We went last year.

d We visited a castle.

CLIL: Connect with Science



1 Listen and read

1 Water is a **liquid**.

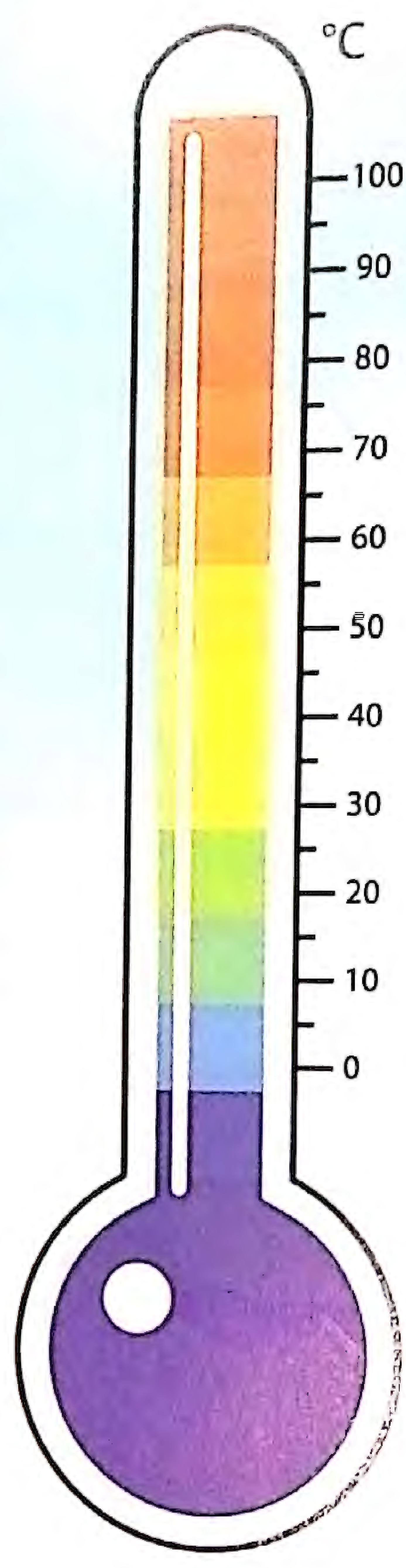
liquid

2 It can also be **solid**.

solid

3 It can also be **steam**. Steam is a **gas**.

gas



Water **boils** at 100°C. **It turns** into steam when it is hot.

Water **freezes** at 0°C. **It turns** into ice when it is cold.



2 Look and write solid, liquid or gas

1 ______

2 ______

3 ______



3 Read, think and answer

What other solids, liquids and gases can you think of?
Can you often see gas?

Let's look at materials

Unit 6

1 Look and read

Materials have different **properties**. They can be hard or soft. They can be transparent or opaque.

Look! Wood is hard. We can't move or bend it.

Cloth is soft. We can move and bend it.

Glass is transparent We can see through it.

Concrete is opaque We can't see through it.

2 Read and circle T or F. Then circle the correct words for each item

1



This bridge is made of stone.

1 We can see through stone. T/F

2 We can move and bend stone. T/F

opaque transparent hard soft

2 The teddy bear is made of material.

1 We can see through material. T/F

2 We can move and bend material. T/F

opaque transparent hard soft



3



The statue is made of glass.

1 We can see through glass. T/F

2 We can move and bend glass. T/F

opaque transparent hard soft

4 The page is made of paper.

1 We can see through paper. T/F

2 We can move and bend paper. T/F

opaque transparent hard soft



3 What other hard, soft, transparent and opaque things can you think of?

Reading



1 Listen, look and read

We can use lots of different materials in Art.

1

This statue is made of stone. It is very old and very hard.

2

This statue is made of metal. When metal is hot, you can bend it. You can make different shapes.

3

This statue is made of ice! It's very cold. If it's sunny, the ice can change to water.

4

This statue is made of wood. You can cut wood into different shapes.

5

These birds are made of paper. You can fold and bend the paper. You can make lots of different things.

6

This statue is made of plastic. You can make lots of things from plastic. It can be lots of different shapes and colors.



2 Read again and complete the sentences

1 When __________ is hot, you can bend it.
2 When __________ gets hot, it changes to water.
3 You can fold and bend __________.
4 __________ can be lots of different shapes and colors.



3 Read, think and answer

What do you think is the best material for a statue? Why?



1 Look, listen and read

It's important to look after our monuments. Lots of monuments are protected. This means we can't change or damage them. We want people to see them and enjoy them in the future.



Lots of people come to visit the Giza Pyramids. You can take photos. You can go inside. You can't climb on the pyramids.



There are lots of old things in a museum. You can visit a museum. You can look at the things inside. You can't touch them.



You can visit the citadel. You can go inside. You can take photos. You can't drop trash.



2 What can you do? Check ✓ or cross ✗

1 Visit a museum. ☐

2 Climb on a pyramid. ☐

3 Take photos of a citadel. ☐

4 Drop trash in a citadel. ☐

5 Touch things in a museum. ☐

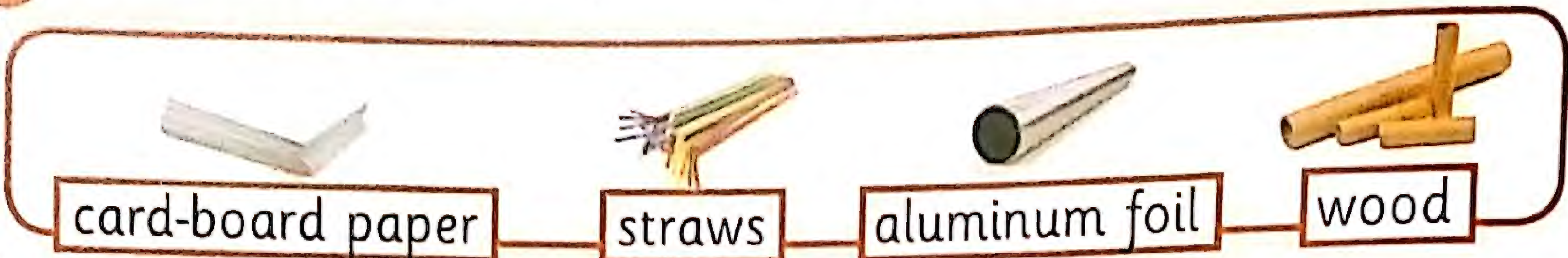
6 Look at things in a museum. ☐

Project

Make a bridge



1 What material do you think is good for a bridge?





2 Choose some materials. Write your reasons

My bridge	
I chose ______ for my bridge because ______	
My plan for a bridge:	My bridge was strong / not strong



3 Draw your plan for a bridge



4 Make your bridge





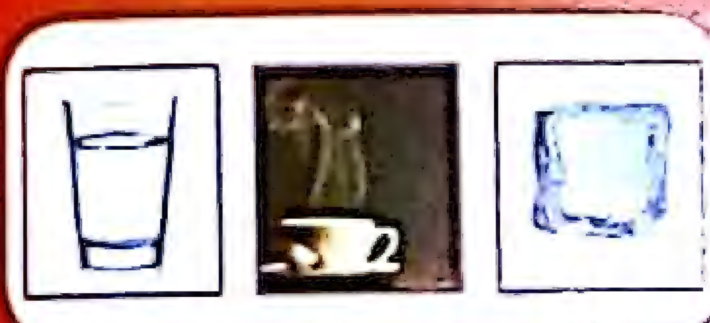
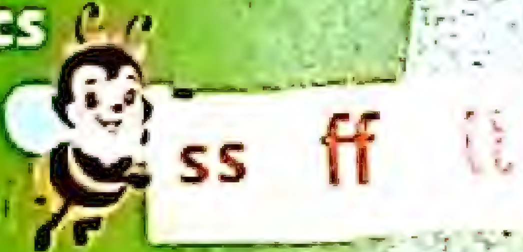


5 Test your bridge

Self Assessment



Read and color the stars that describe your effort

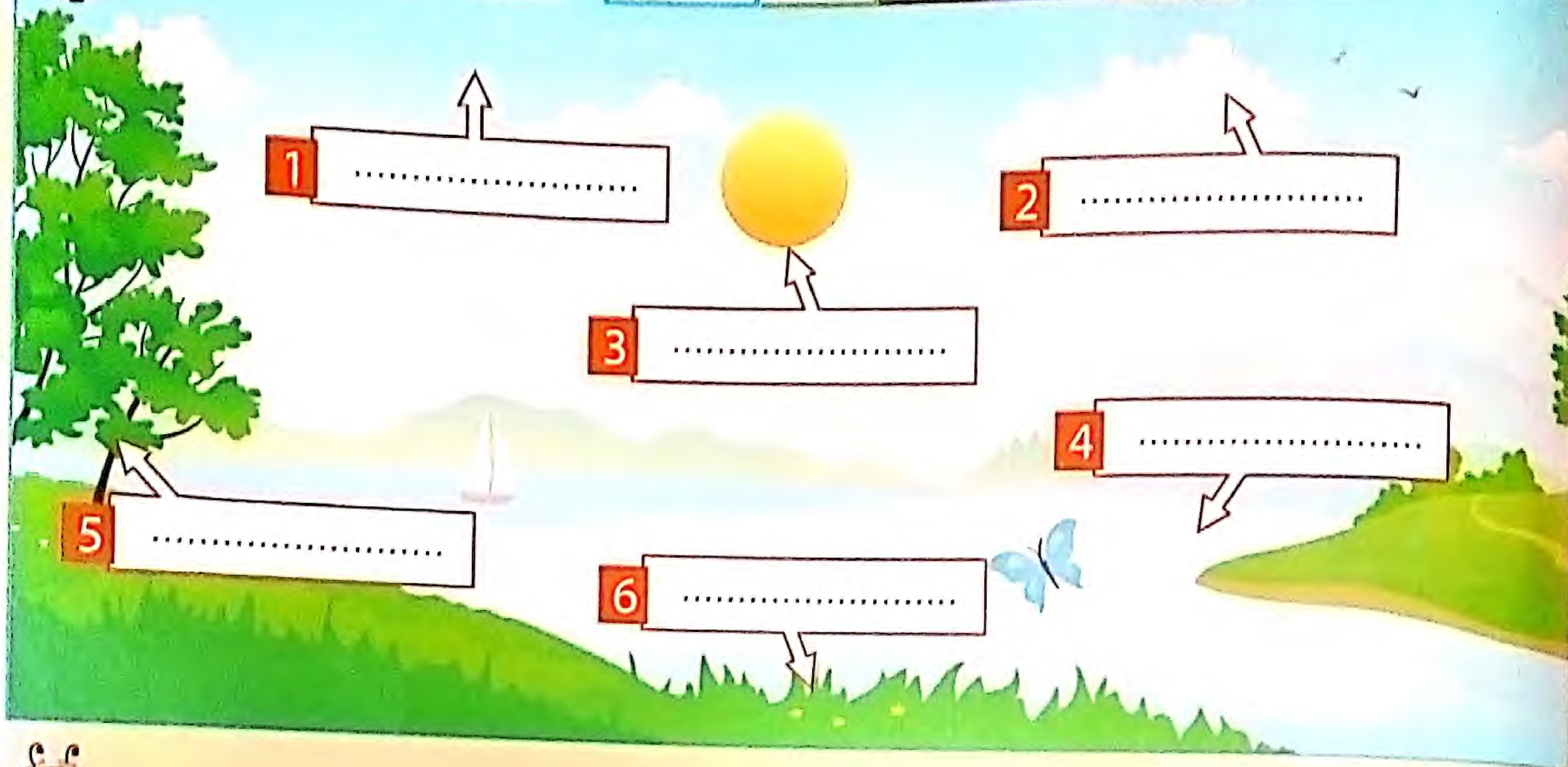
Speaking 	- I can read the description of some monuments: what they look like, are made of and where they are made. 	- I can determine what some monuments look like, are made of and where they are made. 	- I can talk about some monuments: what they look like, are made of and where they are made. 
Reading 	- I can read on things that are solid, liquid or gas. - I can read on the different properties of materials: *hard or soft; transparent or opaque.* 	- I can determine if things are solids liquids or gas. - I can determine the properties of some things in my book. 	- I can say other things that are solid, liquid or gas. - I can determine the properties of some things in my classroom. 
Phonics 	- I can identify the double consonants: *ss ff ll* in words. 	- I can use the double consonants: *ss ff ll* in words. 	- I can find other words with the double consonants: *ss ff ll.* 
Language use 	- I can read a text about some monuments in the past with regular verbs. - I can recognize the past of irregular verbs: *take-took; go-went, etc.* - I can read a conversation containing irregular verbs in the past. 	- I can make simple sentences about activities in the past with regular verbs: on myself and others: *We traveled by..., We stayed in..., etc.* - I can make the past of some irregular verbs. - I can ask and answer about irregular verbs in the past using: *Did you..? Yes, I did./ No, I didn't.* 	- I can ask and answer about activities in the past with regular verbs using: *Did you...? Yes, I did./No, I didn't.* - I can make sentences using the past form of some irregular verbs. - I can ask and answer questions on irregular verbs in the past using Wh- questions: *Where, What, How* and *When.* 
Life skills & values 	- I can determine what things (statue, bridge, etc) are made of. - I can read on how to look after monuments. 	- I can ask and answer about what things are made of using pictures in my book. - I can determine different ways to look after monuments. 	- I can ask and answer about what things are made of in my classroom. - I can think of other ways to look after monuments. 
Project 	- I can work alone to plan and make a model bridge. 	- I can help my group to plan and make model bridge. 	- I can determine if my model bridge is strong or not, and why. 

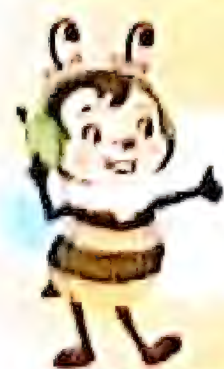
Review 2



1 Look and write

cloud | sky | tree | river | Sun | grass



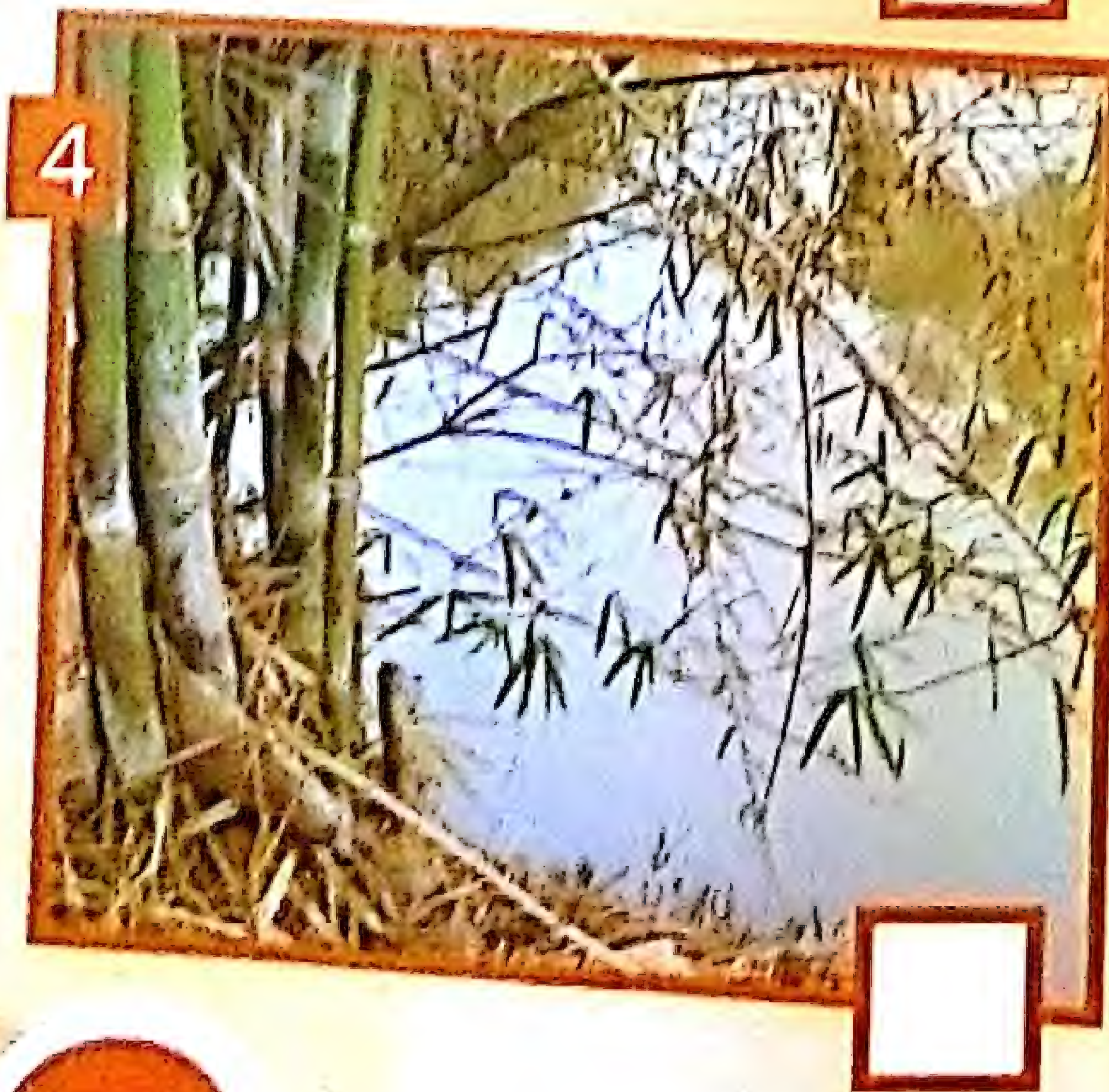


2 Listen and number













Review 2



1 Read and complete

Mercury | desert | museum | Venus
tundra | statue | ocean | tower | Neptune

Planets	Habitats	Monuments
....	....	....
....	....	....
....	....	....



2 Look and number

1 The tree is taller than the plant.

2 The tree is smaller than the tower.

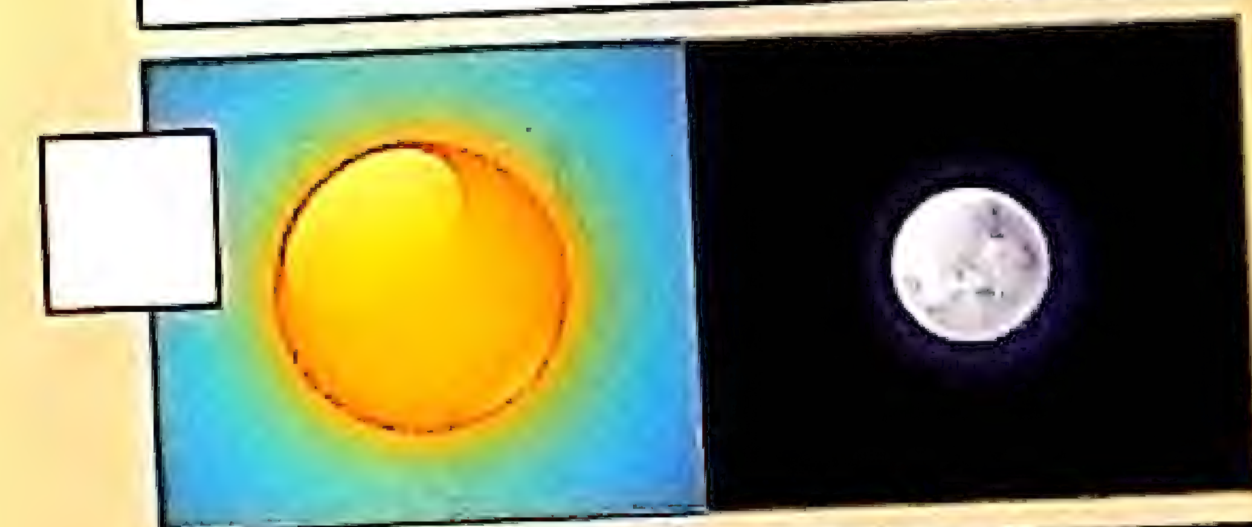
3 The yellow bird is the biggest.

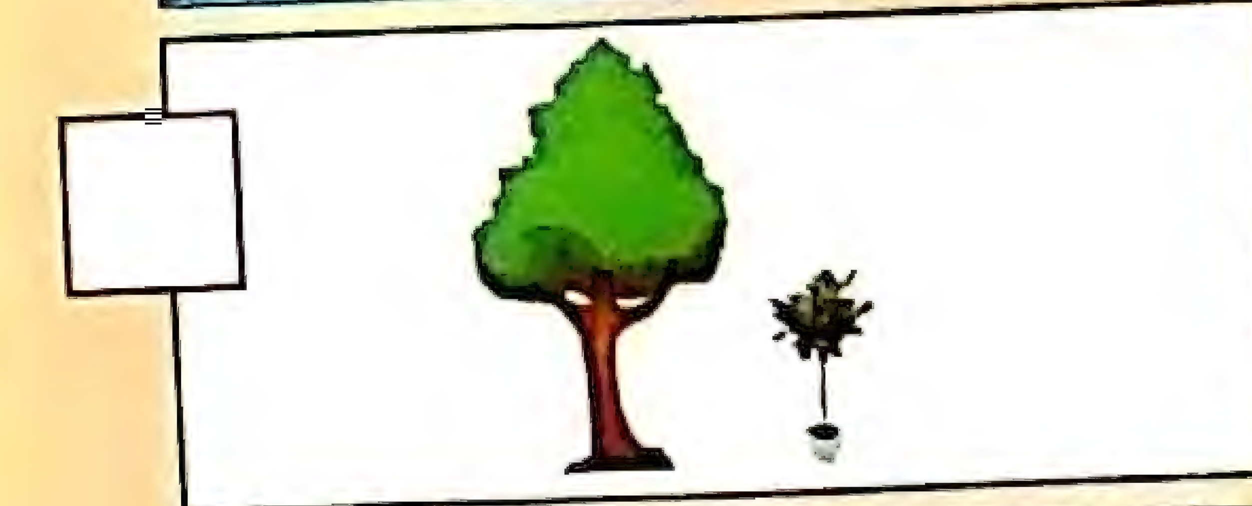
4 The blue statue is the smallest.

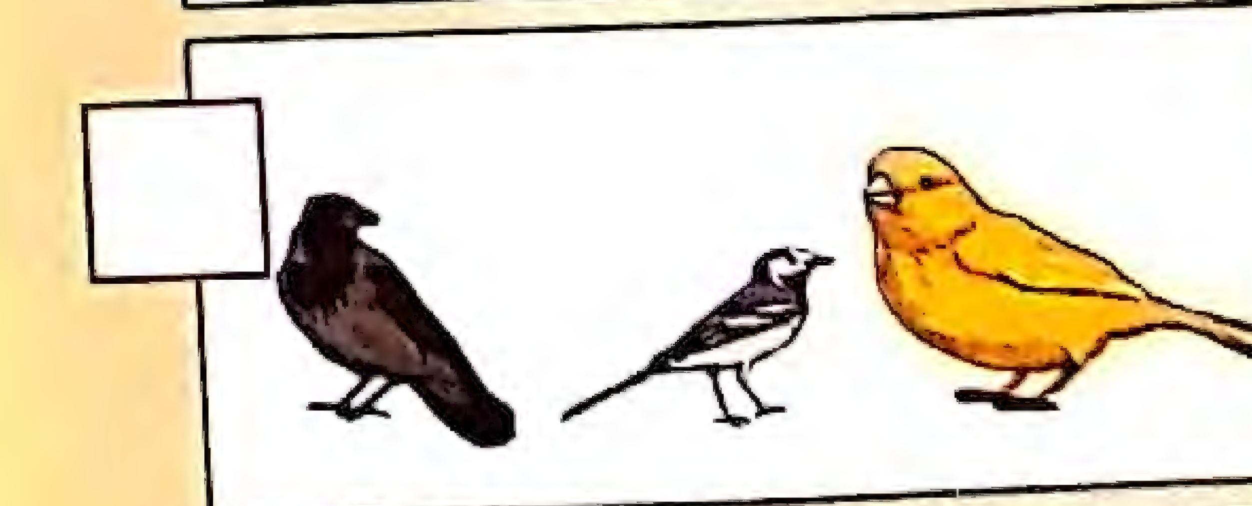
5 The Sun is bigger than the Moon.

6 Earth is smaller than Jupiter

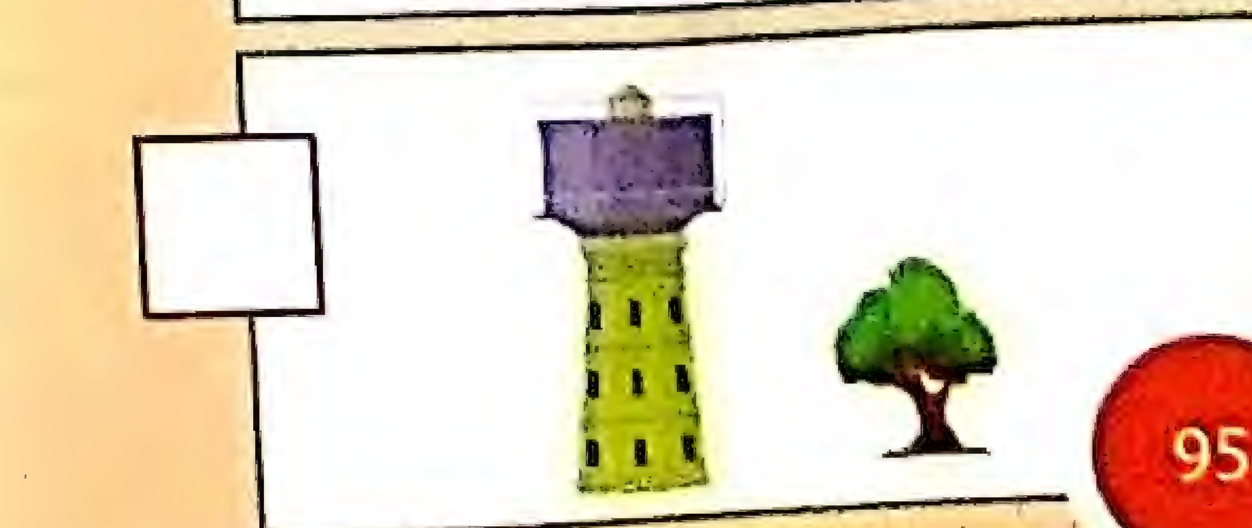












Review 2

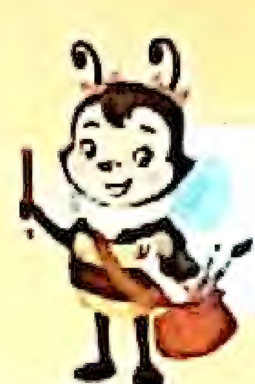




1 Read and circle



1 What did you **do** / **did** yesterday?
2 I **go** / **went** to the museum.
3 What did you **saw** / **see**?
4 I **see** / **saw** some statues.
5 Did you **take** / **took** any photos?
6 Yes, I **didn't** / **did**.



2 Complete the sentences

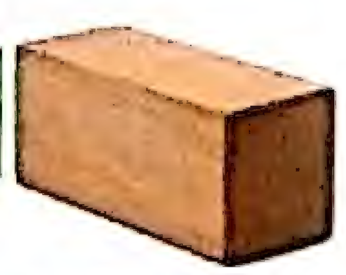
was	were	wasn't	weren't



We went on a boat trip. There (1) .... lots of animals. We saw some birds, but there (2) .... any owls. You don't usually see owls in the daytime. There (3) .... a camel. It was big and brown. I saw some wood in the river. It (4) .... a crocodile!



3 Look and circle a or b. Complete the materials

1 It's hard and opaque. w _ _ _ a  b 

2 It's hard and transparent. g _ _ _ _ a  b 

3 It's soft and opaque. c _ _ _ _ a  b 

1 Complete the words. Match, listen and say

ph wh ff ss ll







1 cli___ 2 gra___ 3 ___ale 4 dol___in 5 she___

2 Listen and say. Match two words with the same sound

1 yellow 2 cliff 3 hotter 4 grass 5 dolphin 6 whale

a phone b shell c fitter d wheel e coffee d glass

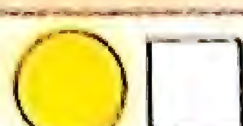
3 Write and say





I saw three ...., two .... and a ....

The dolphins were big, but the whale was ....

Teacher assessment    

CONNECT PLUS READING ADVENTURES

The Gingerbread Man



RETOLD BY NICOLA GARDNER
ILLUSTRATED BY NATHALIE ORTEGA

Picture Dictionary



agree

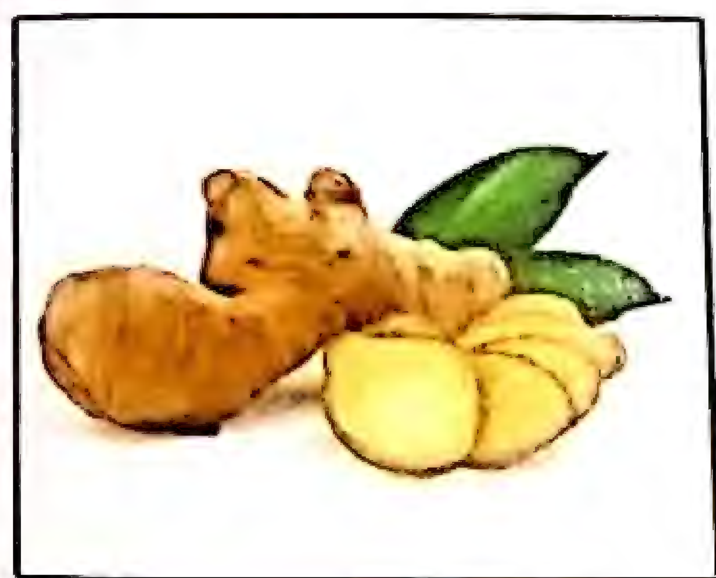

buttons


catch


chasing


cookies


delicious


ginger


the gingerbread man


knitting


oven


runs into


sly fox


trick


yell



What do you think the gingerbread man is?

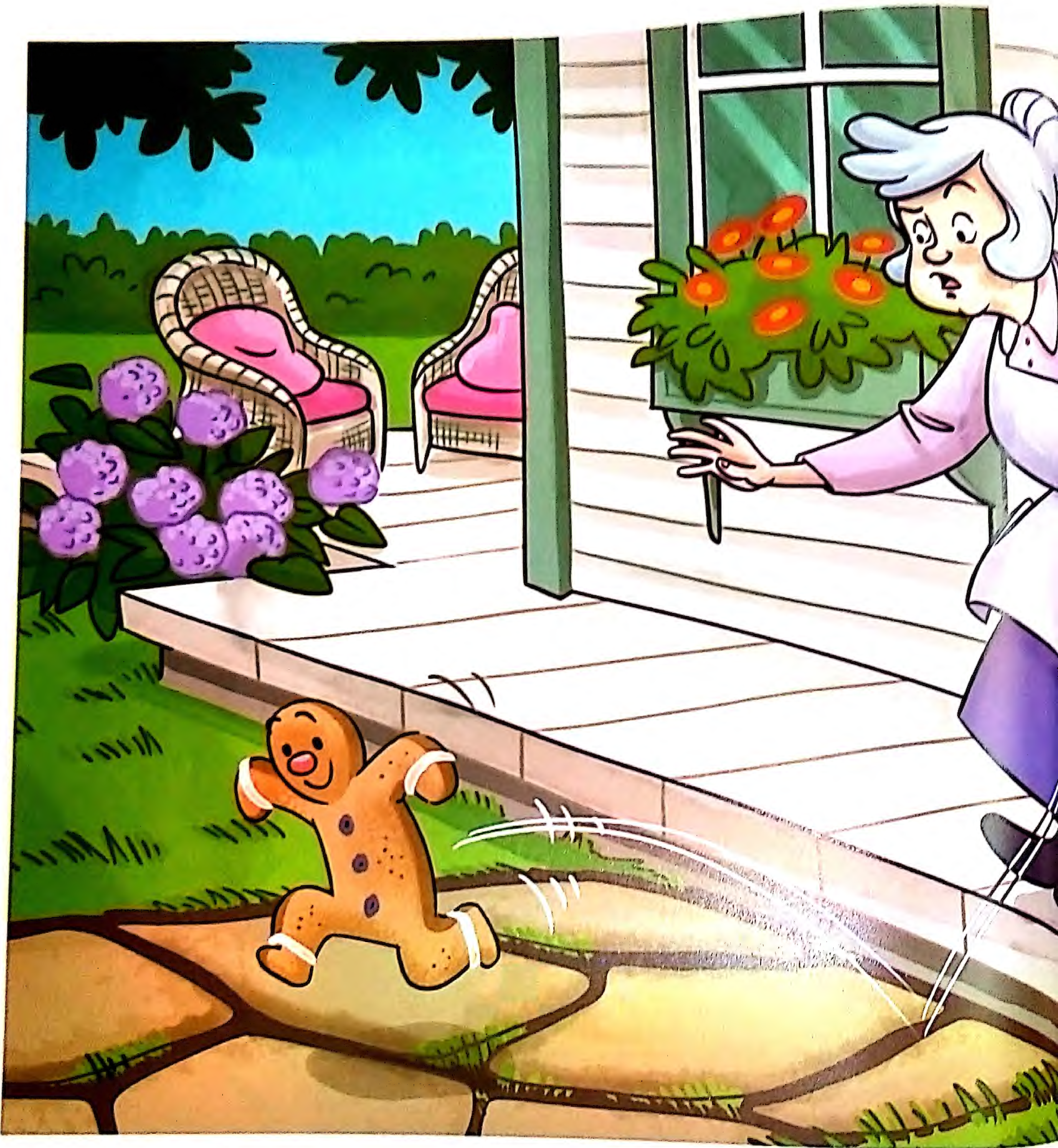
Grandpa and Grandma sit in their house. Grandma is knitting. Grandpa reads the newspaper.



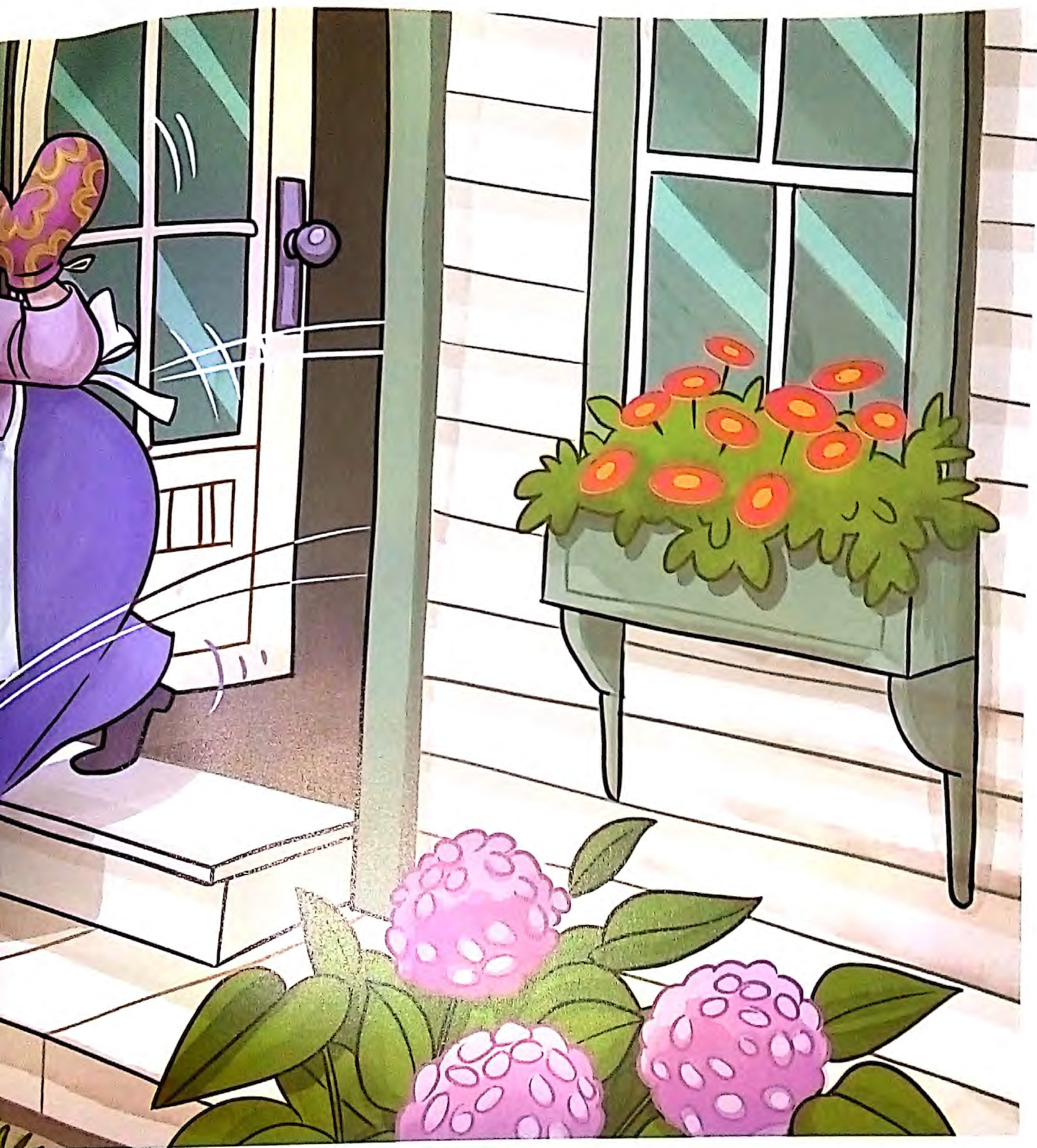
It's 11.30 am. Grandma and Grandpa are hungry. Grandma makes a gingerbread man. She uses sugar, milk, flour and ginger. She makes 2 eyes, a nose, a mouth and 3 buttons.



She opens the oven. The gingerbread man jumps out!



Grandma is surprised! "Oh, dear!" she yells. The gingerbread man runs into the garden.



Grandma tries to catch him. She runs after him.



Grandpa sees the gingerbread man running and jumps up. He runs into the garden to catch him.



Grandma and Grandpa chase the gingerbread man.



The gingerbread man laughs and yells, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man."



The gingerbread man runs into a cat. The cat says, "Yummy! Can I eat you? You look good to eat."

"No, you can't eat me, Cat! Chase me! I'm faster than you," yells the gingerbread man."



Now Grandma, Grandpa and the cat are chasing the gingerbread man.
"Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man runs into a duckling.

The duckling says, "Yummy! Can I eat you? You look good to eat."

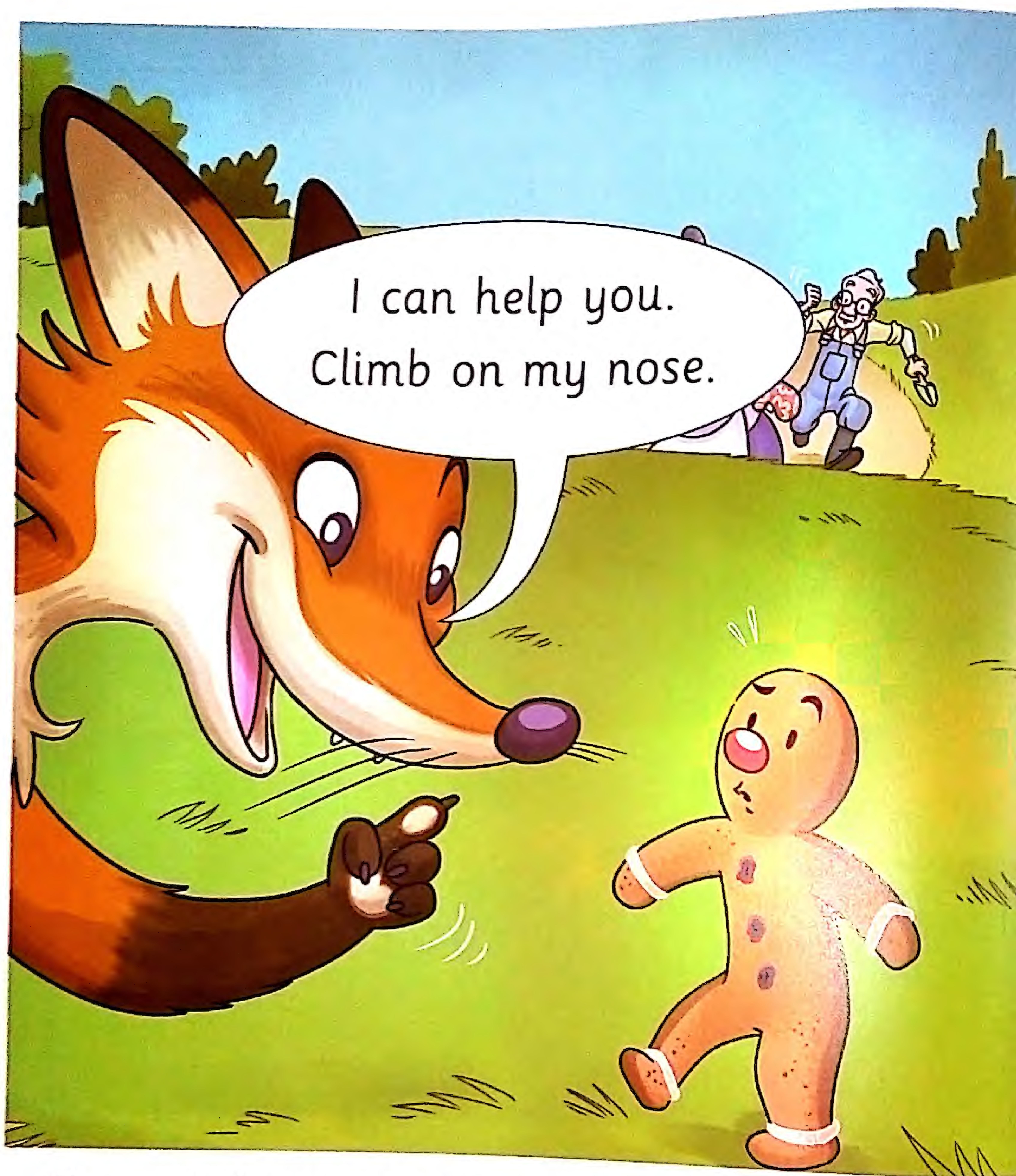
"No, you can't eat me. Chase me! I'm faster than you," yells the gingerbread man.



"Run, run, as fast as you can! You can't catch me, I'm the gingerbread man."
Grandpa, Grandma, the cat and the duckling now chase the gingerbread man.



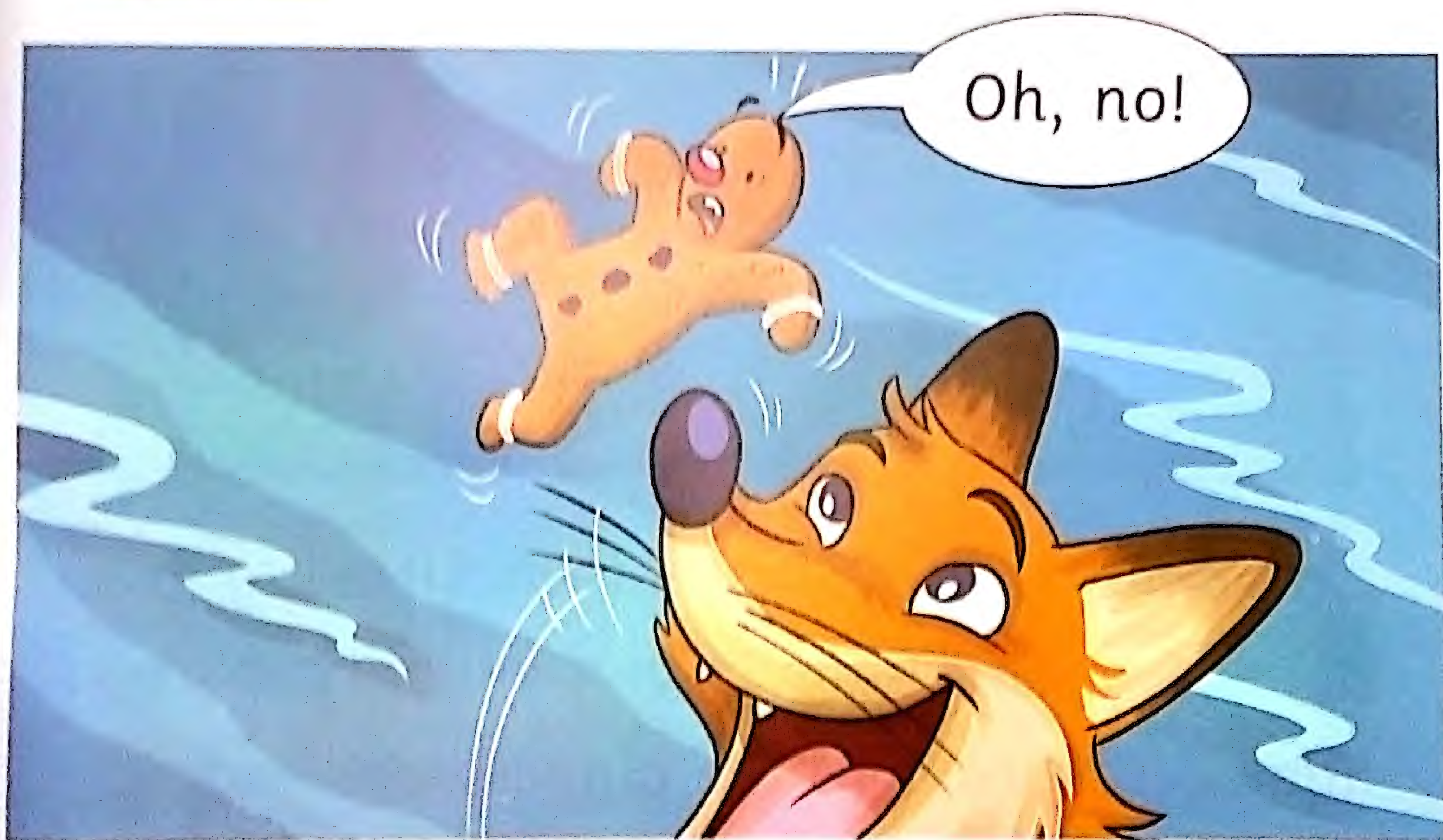
The gingerbread man is very fast. He comes to a river. But there's a problem. He can't swim! A sly fox sees the gingerbread man. The sly fox wants to trick him.



"I can help you cross the river, Gingerbread Man. Why don't you climb on my nose? I'll carry you", says the sly fox. The gingerbread man agrees.



The Sun is high. The river is quiet. The *fox* is hungry. The gingerbread man smells delicious!



The *fox* opens his mouth. He wants to eat the delicious gingerbread man.



Grandma is wise. She sees what the sly fox does. Grandma says, “I’ve got you! Let’s go home.” She catches the gingerbread man.



Grandma, Grandpa and the gingerbread man are happy. They have cookies and tea.

Events in the story



1 Who says what? Read and match

1 The gingerbread man



2 The sly fox



3 Grandma



4 cat



a Yummy! Can I eat you?

b You can't catch me.

c Climb on my nose.

d Let's go home.



2 Who does the gingerbread man meet? Read and match

1 the cat	**a** first
2 grandpa and grandma	**b** third
3 the fox	**c** fourth
4 the duckling	**d** second

Story

The Gingerbread Man



1 Read and put the pictures in the correct order

a



[ ]

Grandma, Grandpa and the gingerbread man are happy.

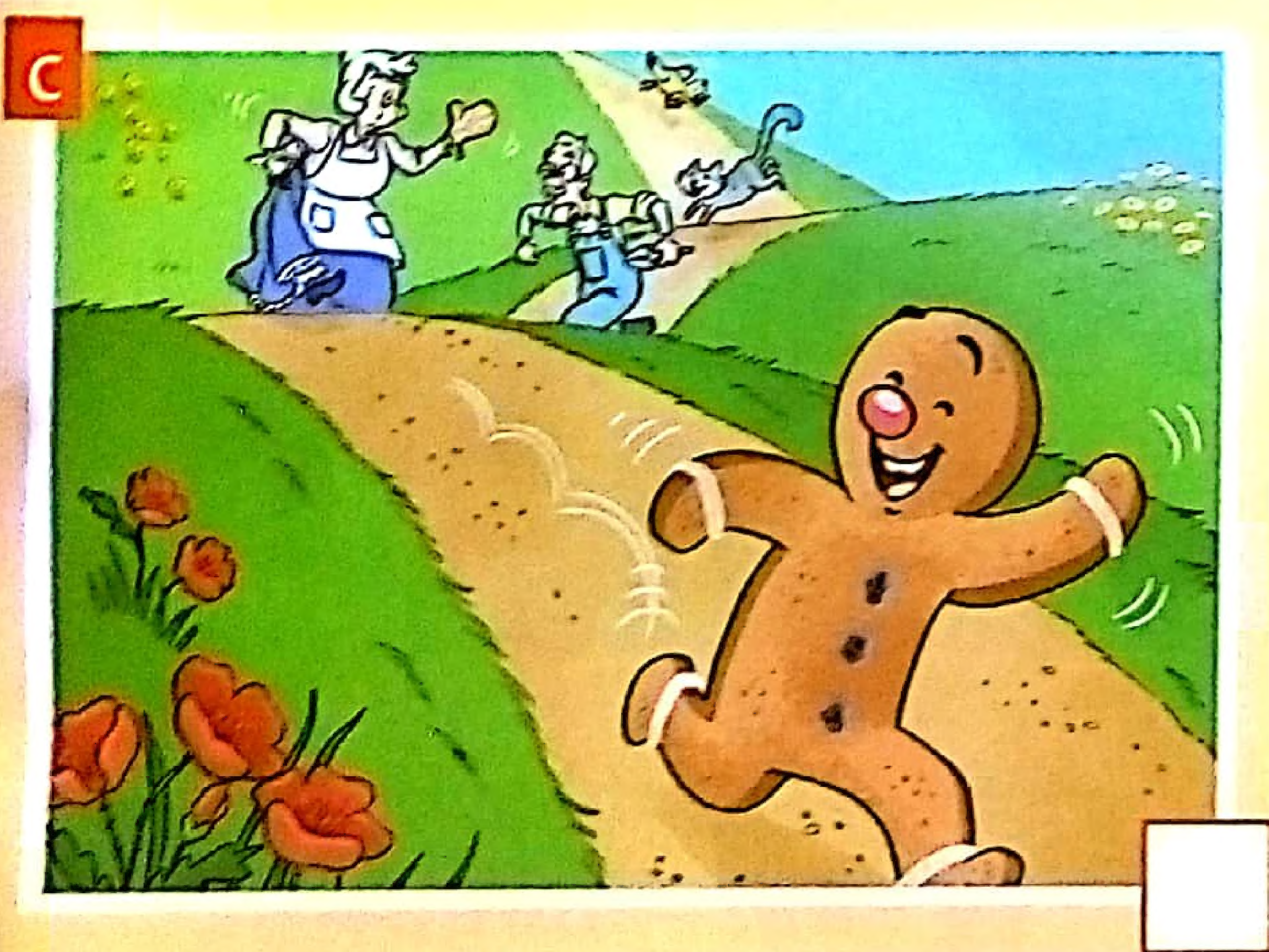
b



[1]

It's 11.30 am. They are hungry. Grandma makes a gingerbread man.

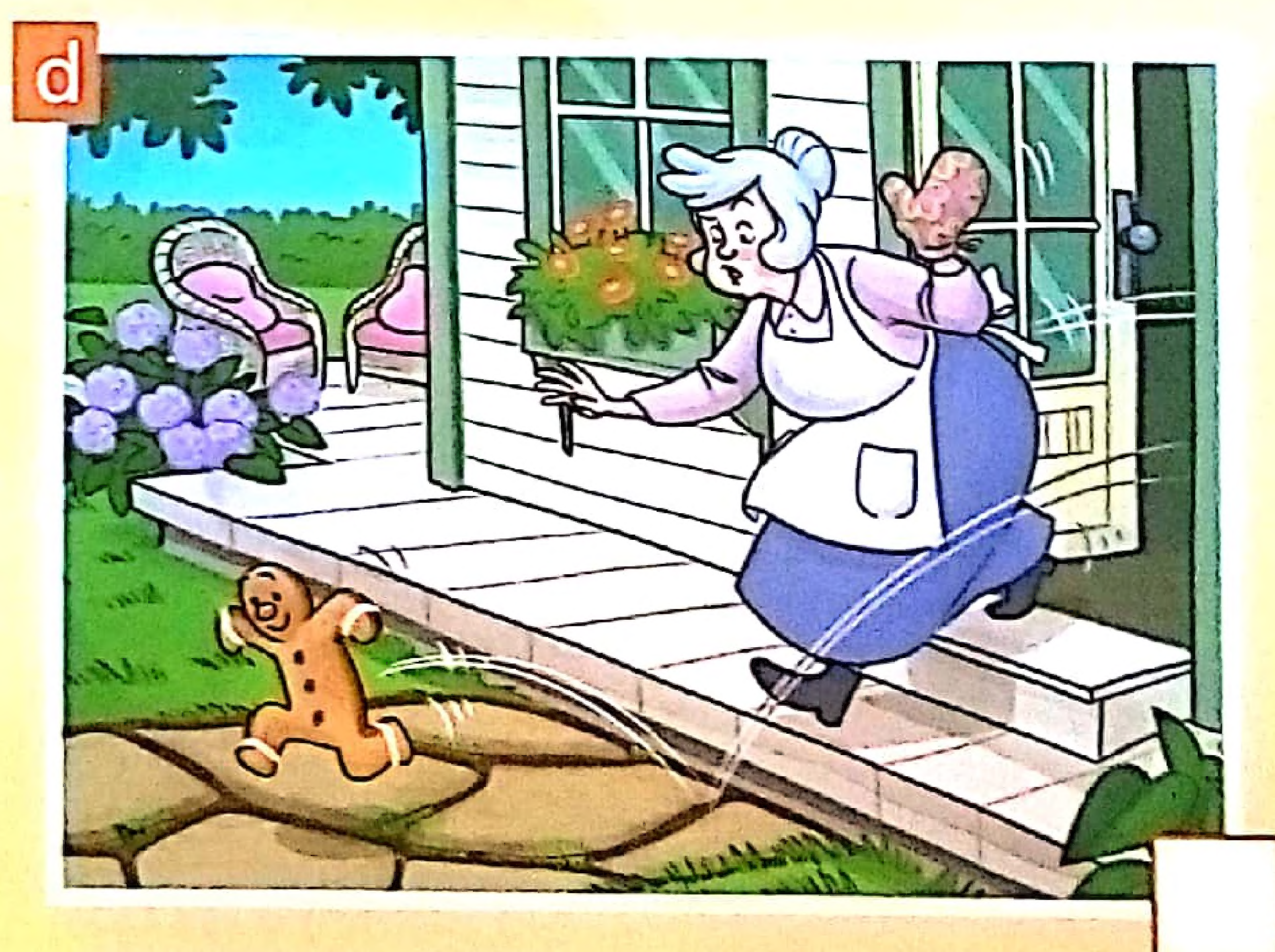
c



[ ]

"Run, run, as fast as you can! You can't catch me, I'm the gingerbread man."

d



[ ]

The gingerbread man runs into the garden.



Story

The Gingerbread Man

1 Look, read and choose

Note You can use your picture dictionary to check.



1 If someone **yells**, they speak...

loudly.
quietly.
slowly.



2 The fox is **sly**. This means he...

is happy.
has lots of ideas.
is sick.



3 Grandma is **wise**. This means she's...

sad.
old.
clever.



4 The river is **quiet**. This means the river...

goes up.
goes down.
is not moving.

The Gingerbread Man

Story



1 Look, read and choose

a



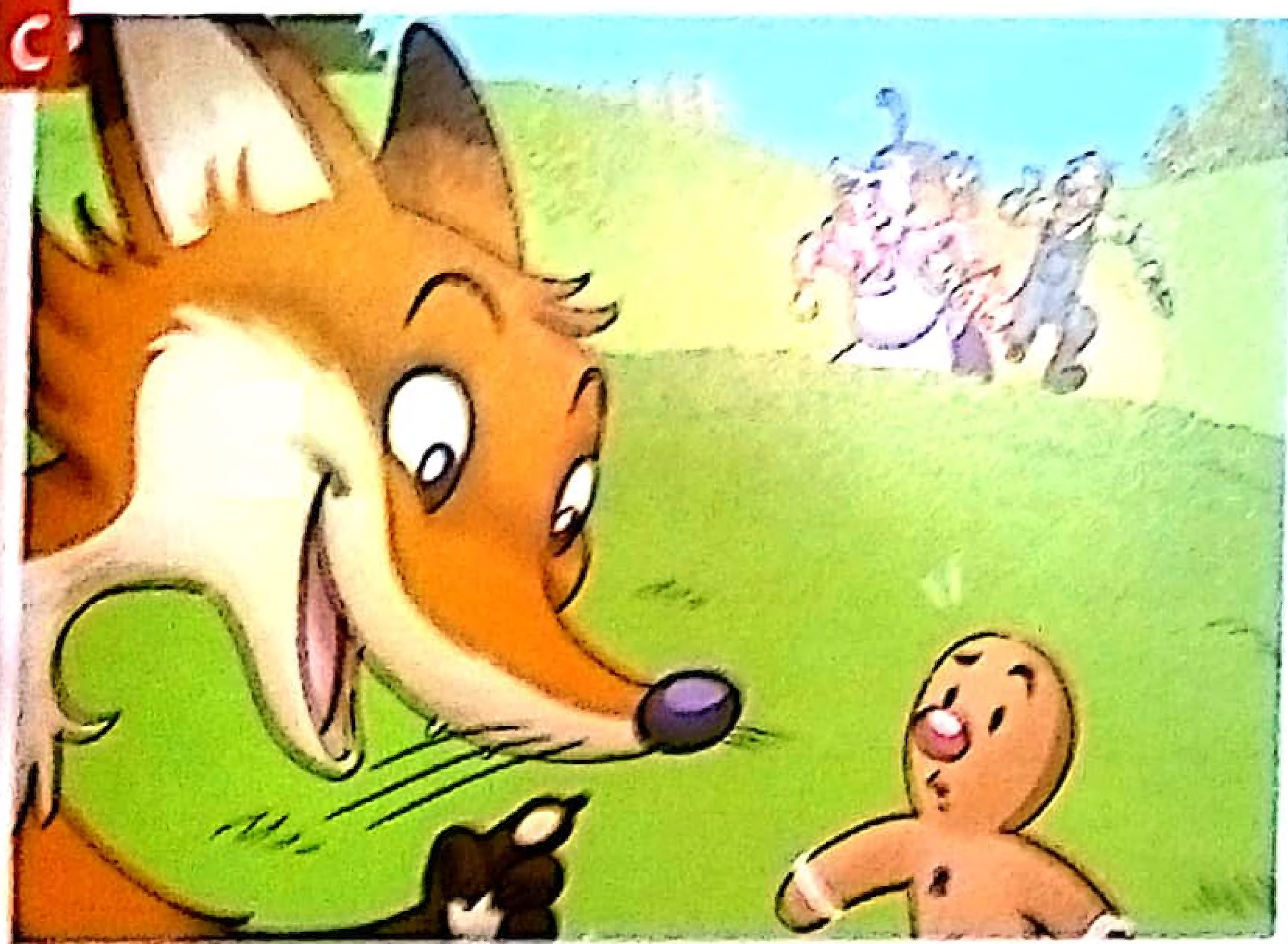
The gingerbread man is
afraid—happy—excited.

b



The gingerbread man is
afraid—sad—excited.

c



The gingerbread man is very
happy—afraid—sad.

d



The gingerbread man is
afraid—happy—excited.

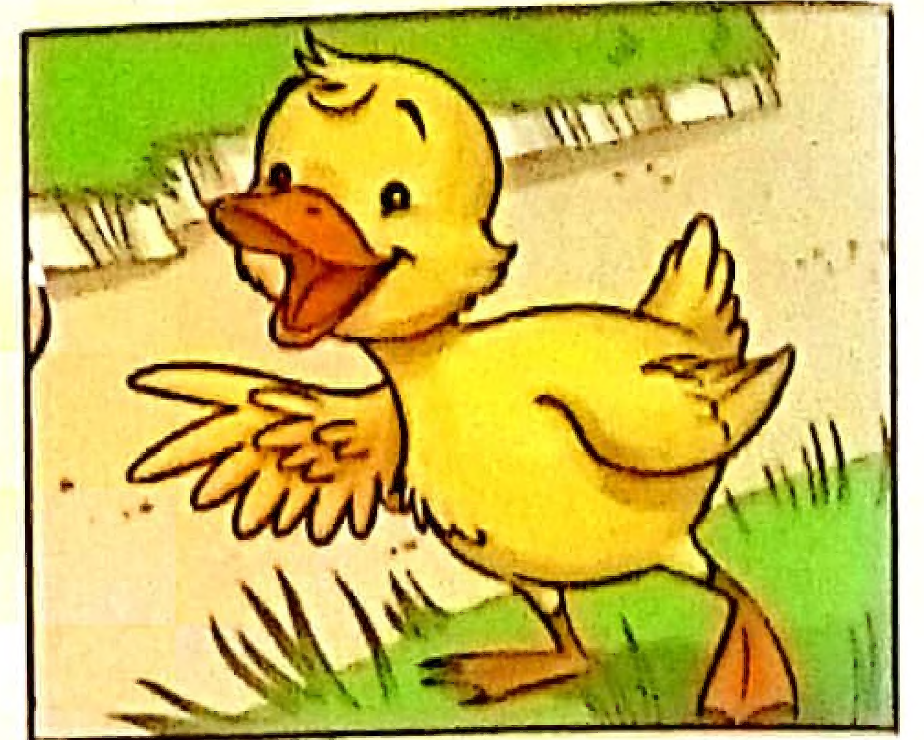
The Gingerbread Man

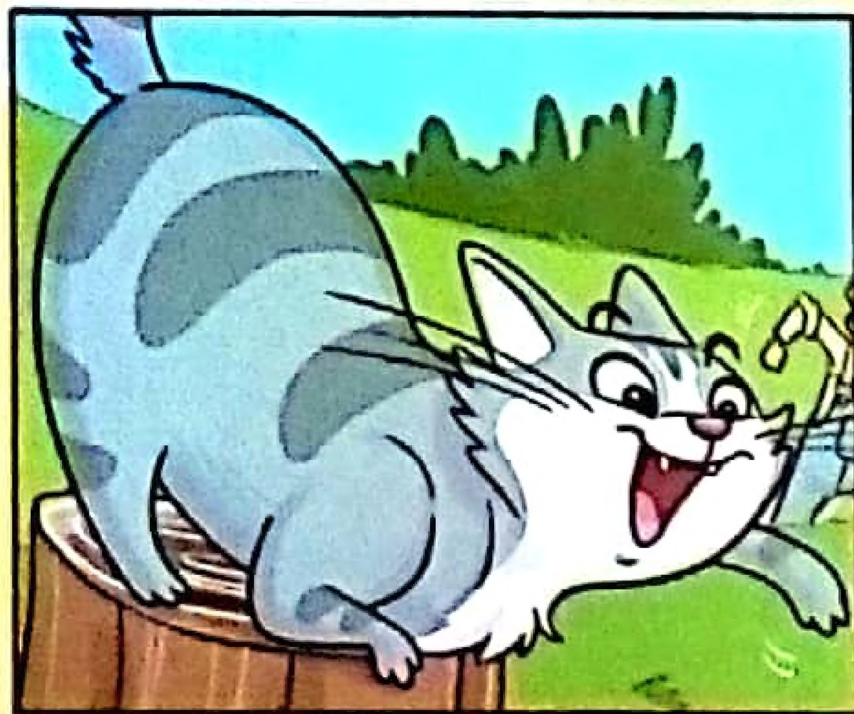


1 Read and sort. Say why


Grandma


the gingerbread man


the duckling


the cat


the fox

1 I liked .... because ....
....
....

2 I didn't like .... because ....
....
....